

Educational Supplement

WEDNESDAY SEPTEMBER 30 1977 NUMBER 3251

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Round up of last week's news

Start at eight with breakfast say mistresses

More breakfast, more Bible, but no more heating than is absolutely necessary are suggested for Britain's school children by the Association of Assistant Mistresses...

A Norwegian style breakfast of a hot drink, bread, cheese and fruit could be waiting for children when they arrive at school, the AAM suggests...

School lunch would still be provided. At present catering staff spend all their time preparing one meal which could be replaced by two simpler ones...

The AAM also suggests an early school start of around eight o'clock, with all lessons concentrated into a long morning, leaving the afternoon for physical and cultural activities...

Growing need for Jewish schools

More Jewish schools are needed in the state system, Mr Norman St John-Stevens, Opposition spokesman on education, said last week...

Crossword No 1,103

Crossword puzzle grid with numbers 1-17. Includes 'Down' clues and 'Across' clues.

ACTOSS

- 1 Keep near it in turn (6)
2 No doubt he hopes for a cash return (11)
3 A heavy devil (5)
4 Juice squeezer makes (15)
5 Swiftly (7)
6 Answering back in (7)
7 Conventionally (9)
8 A trial (3, 4)
9 An effort to defeat the striker (5)
10 Flooded playing fields bring big money (8, 5)
11 On two legs or four he noses things up (6)
12 This inventor's lackling outdid the game (6)
13 Desecrators' speed (7)
14 An effort to defeat the striker (5)
15 Flooded playing fields bring big money (8, 5)
16 On two legs or four he noses things up (6)
17 This inventor's lackling outdid the game (6)

MPs now want a 'Bullock report' on ma

A Government inquiry into the teaching of maths on the lines of the Bullock inquiry into English teaching, was recommended last week by a Commons committee...

- 1. Inquiry should be set up by the DES to look into the:
2. Apparent lack of basic computing skills in many children.
3. Increasing mathematical demands made on adults.
4. Lack of qualified maths teachers.
5. Multiplicity of syllabuses for old, new and mixed maths.
6. Different mathematical viewpoints of further and higher education, employer and schools.
7. Inadequacy of information about job content and test results.
8. Responsibility of all teachers in raising numeracy.
9. Encouragement by employers and universities and colleges to identify for teachers the basic mathematical skills that are important to them.
10. Local authorities should consider recruiting with young people who were likely to leave school defective in basic skills.
11. Every witness questioned about examination boards believed there were too many of them—except the boards themselves...

Heads in the dark about standards

The National Association of Schoolmasters-Union of Women Teachers has released the results of a survey of teachers opinions on education...

The survey, which was based on 714 replies from teachers to a questionnaire and 5 Group heads, revealed a wide gulf between them on the vexed issue of academic standards...

When they were asked how standards today compared with those of 10 years ago, the answers were 24 per cent much lower, 30 per cent a little lower, 10 per cent the same, 19 per cent a little better and 9 per cent much better.

Women teachers are more critical than men. But heads take a more positive view that secondary schools now have better academic standards. They believe that general standards in schools are about the same.

Mr Fred Smith, NASS-UWT assistant general secretary, said it was high time head teachers "joined the workers in the classroom in seeing things as they are" and a number of other people who were influential in education had been "whistling in the dark for too long".

More than two-thirds think the current exam system serves the needs of their pupils well (55 per cent) or very well (15 per cent).

Asked about different teaching techniques, 48 per cent thought setting was best, 30 per cent were in favour of streaming, 18 per cent liked banding and 4 per cent supported mixed ability teaching...

It is also clear that teachers in the survey were not happy with comprehensive schools: 58 per cent believe they have lowered standards, 15 per cent think they have not made any difference and 25 per cent think they have improved them.

The Department of Education should supervise the curriculum and standards, according to 61 per cent. Six out of ten thought a lot of teachers were not very good at their jobs.

Stephen Cohen



More want to study business

Applications for places on business management courses at British universities have risen 10 per cent in the last year...

Applications for places on business management courses at British universities have risen 10 per cent in the last year...

Numbers now goes to ACAS

Mr Shirley Williams, the Education Secretary, has called in the Independent Advisory, Conciliation and Arbitration Service to settle a longstanding dispute over membership of teacher trade unions...

After action was prompted by the National Union of Teachers' decision last week not to send delegates to a meeting with her on the curriculum because it was not allowed to increase the number of its representatives from five to seven...

The National Association of Schoolmasters-Union of Women Teachers has to some extent carried out by the Schools Council, which has also been trying to determine how many members the respective teachers' unions should have on committees...

Cane inquiry

Why has the DES chosen this moment for a survey? Mark Vaughan reports page 4

Draft questions

Local authorities have been asked to review the curricula in their schools by the Department of Education. We give detailed questions from the draft circular page 10

Charmed circle

"It is better to believe too much than too little." Or is it? Marion Glastonbury questions some of the assumptions behind the writing of fantasy in children's literature page 22

Direct grants

Plans to resurrect and extend the direct grant school system have been announced by the Tories, who say they will provide a network of assisted places throughout the country page 5

Higher-ff?

Adrian Hope describes some cheaper alternatives shown at the Harrogate High Fidelity Festival. page 26

Children's books

National Children's Book Week begins tomorrow; reviews and information pages 22, 23, 24

Sum total

F. W. Kellaway looks at mathematics and technical textbooks, past and present and future page 19

Leaders, 2; foreign news, 12-13; Letters, 14, 15; features, teacher governors, parent participation, corporate punishment, 16-18; Books, Leo Kuper's study of genocide reviewed by Roy Lewis, Dutch history, medicine, study, pages 20-21; Resources, 26-28; Talkback, TES teacher survey, 29; Break, crossword, maths teasers, 72.

Classified ad index page 31



Sir Hugh Casson, president of the Royal Academy, takes a close look at Cuthbert and Phred, who won an award at the Kellogg's National Exhibition of Children's Art at the Mall Galleries, London.

Paying the piper while changing his tune

The accountability debate continues. Thus the Assessment of Performance Unit, as Professor Wrigley points out, is engaged in a humane and modest attempt to map what is (or ought to be) the broad outlines of major subject areas...

Other services; why not to education now that there is to be a range of tests, bearing the DES seal of approval? Why not discover what results are being obtained for every pound spent on teaching...?

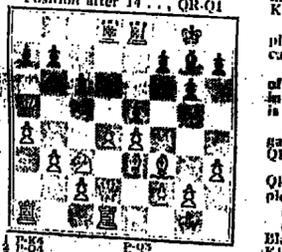
Continued on page 2

No comment

BERRA—Unit 22, p. 44, line 7 from bottom: for "Darwin said that he had memorized Paley at Cambridge but learned nothing from it," read "Darwin said of his days at Cambridge that Paley's logic had charmed and convinced him, and had been of some use in the education of his mind."—Memo to students and tutors of The Open University Faculty of Arts.

Chess

The misplaced piece It is always troublesome when you have put a piece on the wrong square since, at best, this means you will have to lose another move to put it on the right square...



Position after 14... QR-Q1

- (a) Most usual here are both K2 and R-Q1. The knight on the move is that it exerts pressure on K5.
(b) If he tries to get in M2 playing 5... N-B3; then the knight can usefully reply 6 B-Q2.
(c) Anticipating the knight's move on the Q file when the knight is removed from the square, the knight can usefully reply 6 B-Q2.
(d) A semi-winning move gains space and prevents Black's QKt4.
(e) A better move here was 14 QR-Q1 since on K13 the Kt is completely misplaced.
(f) And not 15 P-B3 KK-Q1.
(g) Better than 14 B-B3 is 14 B-B5.
(h) If 13... B-B1; 14 QR-Q1.
(i) Or 22... B-B4; B-B1; 23 R-Q8 ch K-K2; 24 B-B5.
(j) Black has a winning chance by 14... Kt-P3; 15 B-B1; 16 B-P; 17... P-B3; 18 B-P; and White makes a Troop Queen.

Harry Golombek





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General Editor: ALAN BRIMER

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## Headmasters' Conference, Oxford

# Seasoning of state control in recipe for rejuvenation

by Owen Surridge

State direction for the curriculum and some government control over independent schools were two controversial ingredients in a recipe for rejuvenation put forward by Dr John Rae, head of Westminster School at the Headmasters' Conference at Oxford last week.

He also recommended the ending of traditional specialism in sixth forms; the use of some independent schools as experimental centres of excellence in intellectual disciplines such as languages and maths; the broadening of intellectual challenge to encompass both classical humanism and technology; a broadening of the ideal of social service to include wealth-creating activities against industry and commerce; equal opportunity for girls and abandonment of the mythology that has grown up around progressive education.

Dr Rae said the nation had sought consolation for loss of empire and world prestige through the frivolity of popular entertainment and pursuit of the ideal of social justice. Reformers, he said, were mistaken when they identified selective education as the enemy. The real enemy was rather the attitude that education was not so much a utilitarian exercise as a civilizing influence, where individual excellence could be encouraged regardless of economic realities.

That was all right in the past but our reversion to the role of a welfare state had changed that. "Our education system is not only an anachronism as far as the needs of a trading state are concerned; it is also, in its incoherent and muddled idealism, proving unworthy of the potential

## How public schools can help out

Mr John Dancy, principal of St Luke's College, Exeter, and until 1972 master of Exeter College, warned of the hostility and suspicion with which people in the maintained sector viewed independent schools.

State schools, at present subjected to external criticism and internal soul searching in the matter of academic standards, had, he said, to contend in trying to keep up standards of performance for all children with parental indifference, organizational disaffection and the hedonistic pop culture of today's young people. Independent schools were confident of their position with the last of these three problems. Their success was, therefore, irrelevant to the maintained schools.

That is sad, but there is a sadder to come. "There is an important sense in which you very existentially actually make it harder for the maintained schools to keep up their academic standards."

This crucial factor was parental support and the need to achieve within any school or classroom a critical mass of academically capable and motivated children.

## Labour pressed for firmer pledge on nurseries

Fifteen motions on education have been tabled for the Labour Party's annual conference in Brighton next month.

The topics range from pre-school groups, private schools and class sizes to secret reports and comprehensive education. The motions accepted for debate will not be known until October 3.

There is likely to be some pressure on the Government to compel local authorities to provide nursery education for all those who want it. Harrow East constituency party is pressing for this, and five other local parties have put forward amendments to strengthen the party's commitment to pre-school education. A single department of state responsible for further education is demanded by the Socialist Education National Association. It wants a review of grants for young people, and



John Rae

using social justice rather than modernisation, the reformers' motto of our children," he said. "In particular, in some cases they allowed their concentration to become an obsession and in so doing created another barrier to modernization. They perverted social justice by giving it absolute priority; that perversion we call egalitarianism."

In a call for more competition in schools he said that a good, competitive school need not be uneargued. "But when schools do not feel secure in their ability to care for each child, when teachers lack the maturity or resilience to cope with the demands of individual differences, then of course they will see virtue in eliminating all those situations in which individual differences emerge. We are told competition cannot be reconciled with human dignity but I suspect the real problem is that competition cannot be reconciled with some teachers' peace of mind."

The emphasis on social justice had led young people to try to better society through social activity rather than through association with trade and industry and the creation of wealth. He said the school staff would not feel that any one was to blame for the escapism of another. "Now education needed to be genuinely modernised to free the country from the more crippling effects of egalitarianism."

"The trouble is that they (the independent schools) are good schools, and that is precisely why their disappearance and the reduction of their pupils would have at any rate upon the maintained schools, the opposite of a depressive effect."

There was, however, both an indirect and a direct contribution which independent schools could make to the nation's educational system. Directly, by joining in the work of the subject associations they might assist curriculum change, particularly in the urgent matter of modern language teaching. There could be more public schools, could do by providing research facilities and expertise in teaching of sixth formers and the development of opportunities for 16 to 18-year-olds. And if they trod delicately there might be something they could contribute to the teaching of gifted children.

Indirectly they might, like, he suggested, to see themselves as national custodians of a tradition of scholarly and cultural life which was under threat.

## 'We've failed the more

Better treatment for the pupils was demanded by Judge, director of studies at Oxford University.

"We have betrayed our national conscience by failing to provide a comprehensive system of proper provision for the pupils, who also have the problems of the modern world. The problems were not had secondary modern schools, but they were by structures of organization, progressive schools now have problems and all the other teachers were opposed to the youngsters to take up the subjects. The fault really lay with the employers."

If industry really changed the attitudes of education and the one must first change its own to recruitment, it is clear that they would change overnight. In a reference to teaching to develop the curriculum Judge said the way in which some observers in their old antagonism to schools.

## Only hope Christian

In a fiery sermon at a conference, Sir Frederick Wood, as much the Christian as the headmaster, urged the headmasters to return to the values and the Christian faith. Business and industry was run, he said, on the mutual trust. If this was eroded by personal greed, which was eroding the standards of morality, the Christian faith and moral values were the only hope.

"To allow the creation of a vacuum in which the spirit of enquiry that is one of our values is to put it mildly, at risk. . . . It is unlikely that a vacuum would remain for long. Something else will fill it. It will be Marxism, but it is likely to be a form of Marxism which is more and more increasingly lawless and more and more secular. Science had been taken to a point where it was something absolute rather than the study of secondary causes. The framework of moral law, of secular society was not of tyranny, a return to the Christian faith and moral values were urgently required."

Teaching the Christian faith in schools would not make things any better. "But to have standards which hold us together, it may prevent our integration, and it will give those who are taught a guide in life than the quickness which passes for us in our secular society today. Aristotle has said: 'The only good is the good of the soul.'"

## Labour pressed for firmer pledge on nurseries

A national examination for all children aged 11 and below is demanded by the Labour Party. The Government is criticized for failing to withdraw tax relief and charitable status from private schools as pledged in the October 1974 manifesto.

Tiverton constituency party wants legislation to ban local authorities from providing subsidised places "for a privileged number of children in private schools". A maximum class size of 20 children for the under-eights and 25 for all other classes, is demanded by South East constituency party. Secret reports in which teachers make comments on children and their parents are demanded in another motion. Two amendments say that the reports should be open to inspection by parents, guardians and students and that laws should be introduced to allow them to be seen on demand. Stephen C.

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# Sex education: too much for teachers to tackle alone

The sad case of the Luton boy who has been detained indefinitely after causing the death of a four-year-old girl has set off a wave of instant comment about sex education in schools. On Tuesday morning, the London Broadcasting Company's news headlines, for example, freely used the phrase "protest about sex education".

All this arises from the boy's statement in court that he had been impelled to try out some of what had been seen in books and films used in his biology class. The boy's headmaster says he was following the Nuffield combined science course. The debate raises a number of important issues.

First, though, it is important that the judgment delivered in the St Albans Crown Court was as humane as anybody could ask. The judge vividly reflected most people's sense of shock, tragedy and even horror at what had happened. The decision that the boy should be detained indefinitely fully acknowledged that the objective was care, custody, understanding and, if necessary, rehabilitation. He said nothing (so far as the newspapers say) about the influence of the biology lessons on the boy's actions.

So it is a fair question to ask whether lawyers defending people in this tragic position should follow the legal convention of pleading in

aid of their cases any and all of the arguments that might assist them. The temptations are obvious enough.

It might in this case have been resisted, if only because it is beyond dispute that no biology lesson could have been a sufficient explanation of the tragic course of events recorded in St Albans, because nothing said in court could have markedly affected the outcome and because it must have been plain that one result would have been a further wave of public anxiety about what the schools are up to.

It may seem a lot to ask that lawyers should bite off their tongues in the public interest, and indeed nobody would wish to compromise their freedom, for fear of undermining the legal system. But if, as I think, this line of defence was unhelpful, it cannot have been in the best interests of the unfortunate boy.

It should declare an interest. The Bedfordshire authority has said that the boy was following the Nuffield combined science course, and I work for the Nuffield Foundation, but I am no longer directly concerned with the Science Teaching Project.

I do, however, vividly remember the arguments, just 10 years ago, about the design of that part of the course concerned with reproduction. Then there were some who thought it daring that the organizer, Mr

## Science diary

by John Maddox

Clifford Bingham, should want to deal in any detail with animal reproduction. Others, however, thought that he might even be more adventurous, dealing with the affective aspects of sex.

There are several reasons why, in the end, the text turned out to be a modern (and very good) account of the birds and the bees. First, the chief objective was to help students to learn science—although that is not by itself a sufficient reason for not dealing with the social consequences of sexuality.

Second, and much more important, it is plain that individual teachers need to be able to deal individually with such questions as

arise—and the teachers' guides accompanying the course provide ample warning of the kinds of questions likely to come up.

Reading through the materials again, my own impression is that their chief value will be to provide for many children explanations of things that happen to them which have previously been inexplicable—menstruation, the erection of the penis and the like. But it is also hard to see how 12-year-olds living in a natural environment could fall into the trap of thinking that this is all there can be to sex.

How else, and more effectively, to provide a sensible pattern of sex education is another question and an exceedingly difficult one. Everybody recognises that the birds and the bees are no longer sufficient. The difficulty is that of telling what else is best suited to the needs of individual children.

Constructing a formal sex education course around a framework of sociology would probably lead to results that are just as restricted. And although literature is another valuable source of understanding as well as information, teachers of English literature are unlikely to be more ready than, say, teachers of biology to shoulder the responsibility for sex education in the schools.

The root of the difficulty is pedagogical. Formal courses are unlikely to provide for the needs

of all students. Unstructured discussions are unlikely to help to those of those among whom standstill is a risk.

And so, in spite of experiments which have been tried in the past few years, courses or frameworks of education, my own impression is that much of the responsibility for sex education must rest with the class of 12-year-olds. It is fortunate—and this is true in this regard—that more generous following the St Albans teachers have in the past been even more zealous.

But it is, in the last resort, the sole responsibility, or the possibility of the school, too important, and too difficult to deal with in a single exclusively by a school. It has not helped children the questions they are all to ask at three or four, in later years, cannot then be self-evident, the past have seen important gains be hoped that not many will be lost in the stormy unhappy aberration.

## Think Tank praises joint move to help the under-fives

The joint approach by the Department of Education and Science and the Department of Health and Social Security to the problem of providing for the under-fives is praised in a Government think-tank report last week.

The report by the Central Policy Review Staff on relations between central government and local authorities says that departments should build on and considerably extend the type of arrangements

They should also reassess the way in which they work with local

authorities in carrying through social policies.

The report recommends that local authorities be allowed greater flexibility in how they run capital programmes for services which straddle government departments.

There should be more movement of people between central and local government and more joint training. Central government departments, it says, should be better represented in the regions.

Relations between Central Government and Local Authorities. HMSO £1.75p.

## BBC language series under way at last

Parosi, the BBC television series starting this Sunday, designed to encourage Asian women to seek help in learning English, has gone through several crises of confidence and was nearly scrapped earlier this year. Mr Tony Matthews, executive producer and project leader, said this week.

However, the BBC consulted I.e.s.s. with large Asian communities and was "surprised at the amount of support for the project". Most of them said they could cope with the demand, said Mr Matthews, as long as the BBC committed "real money". This the corporation did, and was told by the DES that some

scheme: will be grant aided under the Urban Aid Project.

The BBC, Mr Matthews said, had originally worked with the Community Relations Commission, but when this body was reconstituted as the Commission for Racial Equality it had found itself out in the cold. It had therefore been forced to take on the role of lobbying and defining need, a job he felt could more appropriately be done by central coordinating agencies such as the Adult Literacy Research Agency in the case of the national literacy campaign.

"The series arose out of reports on the language disadvantage of immigrant children, which attributed

some of this backward fact that many immigrants could not speak English and the largest immigrant group in this country, 20 per cent of men in this little or no English.

The BBC is not directly through the programmes, but it would like to see more programmes are immediately after Mr Matthews said. "The series, which is Asian 'television' which is watched by 80 per cent of the Asian community,

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### Children in care list demands for better life

Children in care of local authorities want to mix more freely with the rest of the community, have more control over their own lives and be given some responsibility for helping younger children.

These claims are among a list compiled by a working party of young people drawn from children's homes and foster families throughout England and Wales in a project organized by the National Children's Bureau.

In their report *Who Cares?* the working party calls for a charter of rights for children in care. If accepted this would give them more access to information about their homes and families and allow them to buy their own clothes and other necessities.

They would be able to choose their own representatives in legal matters and in social case work. They would have the right to be consulted in decisions about their futures.

The children want to be allowed to take part in twice-yearly case reviews. They also want the authorities to do the school work for them — mark them out as different when paying for school dinners and the voucher system for buying clothes.

If they need more help, they say, with decisions about education, personal relationships and sex problems and a clear ruling on the use of corporal punishment in children's homes.

There are about 120,000 children in care, double the number of ten years ago. They cost local authorities £150m last year. How most of them spend "in care" is not known.

The report says that the children develop a sense of guilt about their situation, although they usually resent from a young age the lack of control over their lives. The

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# Boards out of step in A level grading

by Bob Doe

Evidence that the A level standards on different exam boards may vary by more than one whole grade is contained in a report just published by the GCE boards. An experiment looking at the comparability of A level French exams suggests that marks awarded by boards differ widely for candidates of the same calibre.

In the experiment eight boards included the same piece of English to French prose translation in their exam. A sample of 50 scripts from each board was independently re-marked by examiners from all eight boards.

Comparison of these marks revealed that while there was little difference in the average grade awarded, there was quite a difference in the standards achieved on the prose translation. As such a translation is, generally speaking, a good predictor of overall grading, this suggests that the calibre of students awarded the same grade by each board was different. The report estimates that a student of average calibre would have been awarded a grade varying between 4.35 from the Associated Examining Board to only 3.13 from the Oxford and Cambridge Board on a scale in which an A is equivalent to 7, B, C, 5, D, 4, E, 3, "O" 2 and fail 1.

There might be another explanation than that the AEB is more lenient and the O and C more severe, the report says. Standards might be different rather than lower or higher. French A level means

Board	Average grade awarded	Grade an average candidate would have put on his own mark
AEB	3.52	4.35
Cambridge	3.96	3.79
JMB	3.84	3.60
London	3.90	3.80
N Ireland	4.00	4.17
Oxford & Cambridge	3.54	3.13
Oxford	3.78	3.86
Welsh	3.84	3.91

something different to each board. "If some teachers are interested in whether this can tell them which board gives candidates the best chance, the answer is that it cannot. The conclusion that the AEB is the easiest board or the O and C the hardest is too facile; it depends on the candidate, his educational experiences and aspirations."

Because each board re-marked their own 50 scripts too, the report was able to give some indication of the reliability of the first marking. The Cambridge Board proved to be the least reliable, with the AEB, JMB, Oxford and Welsh boards among the most reliable. The report concludes that there are two answers to these problems. Either a single national syllabus and examinations should be introduced or a more forthright acceptance by both boards and users of the approximate nature of examination results. A common element in GCE French Examinations, published by the Oxford and Cambridge Schools Examination Board for the GCE examining boards.

# Uncertainty over teacher-tutors

Organizers of induction training for probationers failed to agree last week on the vital question of the selection and functions of the teacher-tutor, the senior member of staff who oversees the probationer during his first year in a school. Disagreement came at the first national conference on induction training, attended by administrators of the Government-sponsored pilot schemes in Liverpool and Northumberland, L.e.a. representatives, IMTs and members of the Government's Advisory Committee on the Supply and Training of Teachers. But Mr Patrick Milroy, chairman of the ACSTT subcommittee on in-service training, said failure to agree on the role of the teacher-tutor should not prevent going

ahead with plans for a national scheme of induction. "We do not necessarily think that one model of the teacher-tutor should be imposed right across the school system", he said. Mr George Chapman, head of King Edward VI School, Morpeth, questioned the importance being attached to training teacher-tutors. "His job is to act as a catalyst within the staff, but to do the whole job himself. We in Northumberland believe the teacher-tutor should be able to teach and able to communicate. A good teacher already has these qualities." But Dr Roy Holton, national evaluator of the two pilot schemes, said that whoever did the job of teacher-tutor required training.

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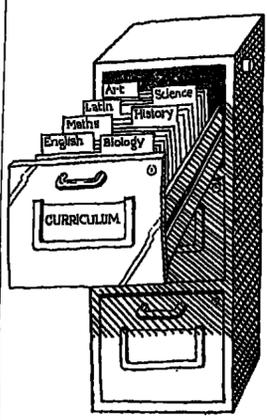
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# DES demands the facts on what's taught in school



A review of the curriculum to see "how far the practice of local education authorities meets national requirements" is to be carried out by next May. It will be conducted by local authorities along lines laid down by the Department of Education and Science. Instructions to local authorities on emphasis, timing and consultation and the detailed examination questions they must answer are contained in a draft circular. This was sent out last month to selected educational bodies and individuals for their comments before the final version is drawn up. Meetings about it are now taking place at the DES and the circular itself, in broadly similar terms to the draft, is expected to go out to local authorities soon. This circular will be the DES's response to a promise made in Green Paper in July to carry out a review of the curriculum. We print here the draft of the questions which the Local Authorities are also to send in any wider consultation... on any relevant matter. The emphasis of the review, draft says, is to be on the general concern rather than the problems of particular subjects for some authorities. Topics singled out for particular attention are: ensuring a high curriculum; keeping a check on subjects, English, maths, science and languages; pupils' records; and with local industry.

# The draft circular

- Authorities are asked, when preparing answers to these questions, to refer as appropriate to primary, middle and secondary schools and age-groups of pupils. Answers should be kept as short as possible. It would be helpful if each answer could be set out on a separate sheet of paper.
- A. Local arrangements for the coordination of school curricula and any plans for development.
    - A1. What procedures have the authority established to enable them to carry out their curricular responsibilities under Section 23 of the Education Act 1944?
    - A2. What systematic arrangements, if any, have the authority established for the collection of information about the curricula offered by schools in their area?
    - A3. How do the authority formulate policy on matters relating to school curricula in particular, what part is played in the formulation of such policy by (i) local authority inspectors or advisers, (ii) teachers?
    - A4. How do the authority ensure that governors and managers of schools play a part in curriculum determination?
    - A5. What support do the authority offer to schools wishing to engage in curricular work or to adopt new curricular ideas in terms of advisory services, (b) financial aid, (c) in-service training, (d) other help?
    - A6. What local curriculum development work have the authority initiated since January 1974?
  - B. Curricular balance and breadth.
    - B1. How do the authority help schools decide what relative emphasis they should give to particular aspects of the curriculum, especially the promotion of literacy and numeracy?
    - B2. How do the authority help primary schools make appropriate provision for pupils who, by the age of eight, have made relatively slow progress in learning to read and write or to use numbers?
    - B3. How do the authority help secondary schools arrange subject options during the period of compulsory schooling (with the need to ensure that any curricular elements regarded as essential for all pupils are not prematurely dropped particularly in mind)?
    - B4. How do the authority help secondary schools plan to provide for (i) moral education, (ii) health education, (iii) careers education, (iv) social education through community links, etc., and at the same time to give adequate attention to the basic educational skills? What part is played by the idea of a core or protected curriculum?
    - B5. What kind of help do the authority give secondary schools with the planning of state form curricula, including provision for minority subjects within an area?
  - C. Particular Subject Areas
    - C1. What steps have the authority taken to promote the development of coherent policies for language development in the light of the Bullock report 'A Language for Life'?
    - C2. What steps have the authority taken to ensure young people achieve the degree of literacy required to satisfy their adult needs, including the skills needed for their work?
    - C3. What steps have the authority taken to make teachers aware of the range of curriculum materials available, so that they may select those which will best meet the needs of their pupils?
    - C4. What steps have the authority taken to develop curriculum guidelines for mathematics? How have teachers been involved in this work?
    - C5. What steps have the authority taken to ensure that young people achieve the mathematical skills required to satisfy their vocational needs?
    - C6. What steps have the authority taken to ensure that teachers are aware of the range of curriculum materials available, so that they may select those which will best meet the needs of their pupils?
    - C7. What is the authority's policy in relation to French in primary schools? To what extent is the present position in the authority's area in accord with that policy?
    - C8. What is the authority's policy for the provision of courses in the various modern languages in secondary schools? To what extent is the present position in the authority's area in accord with that policy?
    - C9. What steps have the authority taken to help schools decide which modern languages should be taught to which groups of pupils between the ages of 11 and 16, and what should be the minimum length of language courses?
    - C10. What steps have the authority taken to promote the coordination of provision for modern language courses in sixth forms and colleges of further education to ensure that pupils have courses in a wide variety of languages available to them?
    - C11. What steps have the authority taken to make teachers aware of the range of curriculum materials available, so that they may select those which will best meet the needs of their pupils?
    - C12. What is the authority's policy for the provision of science in primary schools? To what extent is the present position in the authority's area in accord with that policy?
    - C13. What is the authority's policy for the provision of science for pupils up to the age of 16 in secondary schools? To what extent is the present position in the authority's area in accord with that policy?
    - C14. What steps have the authority taken to make teachers aware of the range of curriculum materials available, so that they may select those which will best meet the needs of their pupils?
    - C15. What steps have the authority taken to promote the coordination of provision for science courses in sixth forms and colleges of fur-
  - D. Transition between schools.
    - D1. What steps have the authority taken to promote smooth transition (a) from school to school as the child gets older, (b) between schools when the authority's area is parents move house. Replies should refer specifically to:
      - (i) arrangements for continuity;
      - (ii) action to encourage links between the teachers at schools, from and to which the child normally moves as they get older, with a view to ensuring the transfer of records, individual children's educational progress and related information as children move from school to school?
    - D2. Do the authority encourage schools to keep records of the educational progress of each individual child, and relevant information, and to keep such records in standard form? (Where standard forms are used please attach copies to replies.)
    - D3. If the answer to part of the previous question is negative, in the result of specific consideration of the subject by the authority, so what were the main considerations leading to the authority's decision? And what guidance do the authority offer schools on keeping and using records of the educational progress of, and related information about, individual children?
    - D4. What guidance do the authority give schools on the extent to which the information in such records should be made available to teachers within the school, parents further and higher education, employers, or schools in other areas when parents move house?
  - E. Preparation for working life.
    - E1. What steps have the authority taken to help schools decide curricula which their pupils will find to be relevant to their career aspirations and prospects?
    - E2. What steps have the authority taken to promote the development of links between industry, schools and their teachers and teachers within the school, parents further and higher education, employers, or schools in other areas when parents move house?
    - E3. What steps have the authority taken to help schools decide curricula which their pupils will find to be relevant to their career aspirations and prospects?
    - E4. What steps have the authority taken to promote the development of work experience and related observation where appropriate relation to school courses?
    - E5. What steps have the authority taken to enable teachers obtain personal experience of working and understanding of industry?
    - E6. What guidance do the authority offer schools on the role of appointments of careers teachers and links with the careers service?

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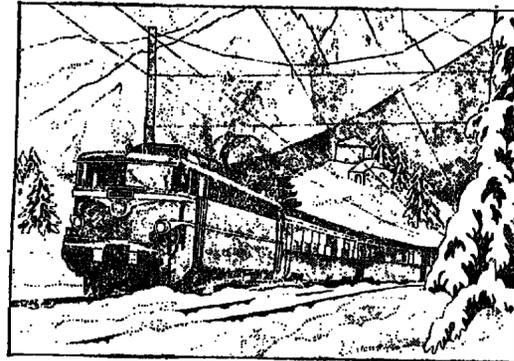
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# Language barriers

Michael Binyon, North America correspondent, reports from Quebec on the separatist Government's drive radically to cut back on pupils attending English medium schools.

There has started again in Quebec, and for the English-speaking minority it marks the beginning of a tense and dangerous confrontation with the province's Government. Many of the largest school boards are defying the newly-passed language law which sharply restricts the right of entry to English language schools; and the Government has promised retaliation.

Hundreds of children have been registered illegally at English-speaking schools. The Quebec Minister of Education has said no attempt will be made to remove these pupils by force. But no money will be provided for children who should be attending French-speaking schools, nor will the Government recognize their school leaving diplomas.

The confrontation follows the passing of the controversial charter on the French language, the separatist Government's all-embracing blueprint for the buttressing of the French language in this largely Francophone province.

Much of the charter deals with primary and secondary education. It says that in future parents may not send their children to the province's English-speaking schools unless at least one had received the primary education in an English school in Quebec or the child already has a brother or sister in an English school.

This means that no English-speaker moving to Quebec from another province in Canada will be able to have his child educated in English. Nor will any new immigrant from overseas. Nor will those Italians or Greeks who came to Canada beyond the age of primary education.

Those restrictions have bitterly upset the Anglophone minority, although few of those now resident will be affected. They say the need to answer questions about their background and status will make them second-class citizens in their own country as there are no such regulations governing the entry to French-speaking schools.

They believe the language legislation will hasten the contraction of the English school system, which is already being threatened by the falling birthrate. And they say the school restrictions are a powerful disincentive to anyone from the rest of Canada moving to Quebec.

There is also strong opposition to the measure from the sizeable immigrant community in Montreal - mainly Italians, Greeks and Portuguese. They want their children to go to English schools because this affords them far greater opportunities in all North America. They complain that whereas the English schools are now making a serious effort to teach French, the French schools teach English poorly and with little enthusiasm.

Tensions have been building up in Quebec ever since the restrictions were first passed earlier this year. They came to head a week before term began when the Protestant School Board of Greater Montreal voted to ignore the law, and appealed to Canada's Governor-General to test the constitutionality of the law in the Supreme Court of Canada.

The Protestant School Board controls by far the largest number of English schools in Quebec. It held a before-deciding not to enforce the restrictions. Its president has influenced other school boards, and has been supported by teachers in the English-speaking Catholic schools (though not by its opposite number, the Catholic School Board in Montreal).

"We have tried ever so hard to be accommodating," said Mr Marcel Fox, the board's director, "but it is time to stand up to being phased out of existence." He said over the years the board had agreed to surrender its authority to "levy taxes; it had stepped up the teach-

ing of French in its schools, and now had several "total immersion" courses; and one in five of its teachers was now a native French speaker.

Even under the previous Government the board did not feel happy with the restrictions on entry to its schools, and a suit is still pending before the Supreme Court dating from that time. This time the board decided that its constitutional rights were being fatally undermined.

Warning parents of the possible consequences to their children, the board said it was not going to ask for proof of the parents' own education in English before admitting their child illegally into an English school. "This is not a poll tax," said Mr Fox. "We have the right to teach in our own language". Ironically, Mr Fox himself is a native born Frenchman, who has now become a champion of the use of English instead of French.

Whether the board does have the right to teach in English, however, is not clear. Canada's constitution guarantees religious rights, not linguistic rights. The structure of the school boards in Greater Montreal is therefore based on confessional, not on linguistic divisions. There are six Catholic school boards that cater generally for the French speakers, and two Protestant ones for the English speakers.

Until recently the linguistic and highly provocative. The

Depending on how many are illegally allowed into English schools, the penalty could be severe. The Protestant School Board will raise the money privately, to count on help from the Anglo community and from big business without feeling the pinch. The Ministry's protests, however, "The immigrant families are equally hostile to the Catholic side," says the board itself. But it will not be the law-and will leave it up to the Government to remove children en masse from English schools. Its decision in effect amounts to a similar defiance as the Protestants' though less blatant.

The Catholic board has also gestured a measure that has antagonized the separatist Government to introduce English as a mandatory level in 11 of its schools as a pilot project. The board knows that many of the immigrants would be happy to see their children taught in French if they were assured that the quality of English there would improve.

But this suggestion is as provocative. The



The Part I Quebecois campaigned successfully in last year's provincial elections on a separatist platform.

religious division were roughly coterminous, but with the wave of Italian immigrants in the 1950s the Catholic board now includes an English-speaking section. And the Protestant board is responsible for everyone who is not a Catholic: Greek Orthodox, Jews, atheists, Jehovah's Witnesses and others.

The Parti Quebecois, Quebec's ruling party, wanted to scrap this confessional division, and put up candidates for the school board elections in June advocating unity. They were all heavily defeated. The Government therefore has little rapport with any of Montreal's present school board members, Catholic or Protestant. The Protestant board, in particular, has emerged as one of the principal rallying points of opposition to the Government, not just on education, but on its whole separatist philosophy.

The Government in its embattled state clearly could not take the Protestant board's challenge lying down. Mr René Lévesque, the Prime Minister, called it "administrative disobedience". "It was the same week Mr Jacques-Yvan M'win, the Quebec Minister of Education, gave a press conference denouncing the Protestant board for its "serious lack of responsibility" in putting on the parents the responsibility of deciding whether a child had the right to go to an English school.

But he categorically ruled out sending in the police, saying that such a thing was not done in a civilized country. (Though he pointedly remarked that the police were used in French schools in Ontario in 1917.) Instead, the sanction would be that no money would be available for children who did not appear on the list of the correctly registered. Such children he described "once before as "non-persons".

Federation of Teachers, a strong hold of separatist feeling, does want to encourage the spread of English in the Francophone minority. There is considerable support for this proposal by the British National Foundation for Educational Research which criticized the introduction in schools of French an early level.

Although many French speakers might feel the restrictions draconian - the French press is usually critical of them - they are beginning to suspect that the English-speaking community is seeking to get back to its former exclusive position in Quebec by using the emotion of language schools and children's rights to sabotage the democratic election of a separatist Government.

The French speakers are a majority of five to one in Quebec. The Government says no minority in the world has such protection, and so many safeguards as the Anglophones. And the Government bitterly resents the fact that the other side of the coin has made very little effort to provide French schools in the one million or so French speakers who live outside Quebec.

Most English speakers concede that there does have to be a legal framework in strength to position of French in North America: the 6m Quebecers have a justifiable fear of being swamped by a 235m English-speaking surrounding them. But some English speakers are convinced there is a more sinister motive: the forcing out of English speakers from Quebec by official policy now is to make Quebec a bilingual province. Quebec's bilingualism is to be a model for new universities such as the one now being set up in the city of this objective.

# Major changes begin as year opens

from Joan Smyth

The school year which has started in France this month sees the beginning of the biggest shake-up in French education this century.

The first stage of the reforms, initiated by M René Haby, Education Minister, will affect only the first year of the primary schools and the first year of secondary education.

The preparation for the reforms was started in 1974 and voted by Parliament in July, 1975. Since the reforms became law, M Haby has introduced the schools and the teaching profession with 11 decrees, 19 supplementary decrees and 20 circulars.

It is not surprising that many teachers are mutinous. Although they can do little to block the start of the reforms now begun, the Communist-controlled unions hope they can still change the plans for the next four years. For the moment they are holding fire.

For the start of the school year, M Haby has agreed to the appointment of 3,000 extra temporary or assistant teachers to teach the new curriculum for the first year of secondary education. This in addition to the 1,500 extra granted last June. Lack of staff was of the unions' main objections.

For the first year of secondary education, the sixième, or sixth grade, there will now be a general curriculum for all pupils instead of three or four different streams as in the past. All secondary schools will be known as collèges and will cover the four years of education to the lycée stage.

School textbooks for the sixième have been altered and made simpler and for the first time they will be distributed free by the schools, which have been given a special Government allowance of £15 per pupil.

The teaching of history and geography has been expanded to include economics. An hourly elementary physics has been added to the natural science programme and a further hour of manual or technical instruction inserted into the arts and craft section. The teaching of French has been streamlined by the introduction of simpler grammar and textbooks.

The primary changes will mean that learning to read and write and basic arithmetic can now be spread over two years instead of one. Parents will be expected to take a greater part in the actual running of the schools and there will be special classes for those children with educational problems.

One of the new general reforms which has caused the most reaction from the parents' organizations is the creation of a special school record which will follow a French child from the start of his school years until the end of his secondary education. The record will be compiled by school counsellors, and actual term reports.

Surprised by the adverse comments, M Haby has now said that file will be completely private and that parents will have access to it all times and even write in their own comments besides that of the teachers.

Additional reforms that will come into force immediately include the ending of the exam known as the brevet which until now has been the test for entering a lycée at the age of 14. Pupils will now move to a general assessment by their teachers of their school work.

The greatest criticism from teachers has been from those concerned with the new programme for the sixième, in particular from the history and geography teachers who find themselves faced with new methods and new books which some of them have described as "puerile and childish".

# Soweto troubles rumble on as schools stay shut

from Martin Feinstein

CAPE TOWN Hopes for an early solution to Soweto's school crisis - precipitated by a massive student boycott and the threatened resignation of 700 of the township's teachers - have faded with the Government's failure to meet the demands of teachers and students.

The dispute, over the nature of Bantu education and the Government's takeover this month of 40 Soweto schools, has brought high school education in the township to a virtual standstill. Since the outbreak of widespread urban unrest in June last year, sporadic protests have left Soweto schools in chaos. The death in Government detention of the black student leader Steve Biko, has added to the unrest.

On September 1, following a report from the Bantu Affairs Commission on conditions at the township's schools which claimed that there was "no semblance of continuing education", the Government took control of 40 community schools in an attempt to restore order before the end of year exams. But school principals, teachers and pupils opposed the move, which dissolved the township's numerous school boards.

The township's teachers have become battle grounds between the police and students, with regular complaints of police brutality and harassment. The Government has given no indication that it is prepared to compromise. The Minister of Bantu Education, Mr M. C. Buthe, recently threatened the schools that continued to remain empty with further "reorganization".

The teachers are now waiting for

# Budget proposes fewer pay differentials

from Lynn George

AMSTERDAM The education and science budget for 1978 is to cost 19,951m guilders (£4,489m). This is a 1,706m guilders increase on last year's budget and is largely due to wages.

The budget is particularly restrained this year because Holland has only a caretaker Government. Until a new Cabinet is formed, no complete new budget proposals can be introduced. Thus, the figures are based on the working through of the Government's education programme prior to its fall last March.

Primary education will this year cost 4,770m guilders (4,407m last year). For the 1977 school year classes have again been lowered - from 33 to 32 for infants' classes (creating 600 extra teaching jobs) and from 33 to 31 for junior classes (creating 1,700 teaching jobs). Secondary education receives 7,683m guilders. Surprisingly, there are no plans in 1978 to extend from 14 the number of schools expanding for 12 to 16-year-olds.

As regards compulsory part-time education for 16-year-old workers (498m guilders allocated) it is hoped by August 1978 to fuse the existing two separate types of provision - vocational institutes for unskilled young workers and apprenticeship schools - into one type of part-time schooling to be known as "participative education". The financially squeeze this year

has also hit the school building programme. With 306m guilders available for new building, 371m for rebuilding and 60m in guaranteed loans, only the 500 building projects described as "most urgent" in the 1979-1982 building programme can be carried out.

Teacher employment and salaries, both highly sensitive topics in Holland at the moment, especially among secondary school teachers, are touched upon in the budget. Because of the sombre employment prospects for secondary teachers (up to 15,000 fewer jobs by 1990 for secondary school teachers has been forecast) the latter are urged to voluntarily limit their overtime. Teacher reaction to this request will determine the need in future to introduce compulsory overtime limits. Early voluntary retirement for teachers to release more jobs is also to be considered.

The budget controversially proposes reducing incomes differentials within the teaching profession. Over the past few years a levelling out of the complex pay structure has been achieved by raising the salaries of infant and junior teachers (the lowest paid), but more recently introduced into the salaries of the highest-paid have also been made. This year, for instance, the starting point for salaries of young graduate teachers was reduced by 500 guilders a month (over £100).

# Clash over funds for private sector

from William Purvis

SYDNEY The Schools Commission and the Federal Government have clashed head-on over the issue of funds for wealthy private schools.

In its report for 1977, the commission flatly rejects the Government's policy of transferring funds from Government schools to private schools.

The controversy revolves around \$A5m in total schools expenditure over the next five years. In June the Schools Commission was told by the Government to allocate some \$A14m to private schools. In its 45-page report the commission says that it agrees with the transfer of \$A9m to help bring some of the poorer private schools up to Government-school standard. (A high proportion of these are Catholic parish schools.)

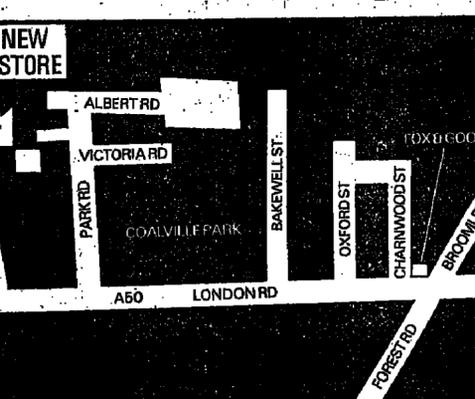
The commission, however, rejected the transfer of the other \$A5m-\$A2m to the most expensive private schools and the rest for building programmes in areas with rising educational problems.

The 12-member commission said these allocations could not be justified in the present financial situation. At a news conference after the report, Education Minister John Carrick, Education Minister, rejected the commission's recommendation that the Government should fund the building of new schools in the Midlands. He said the commission believed there was "a no-growth situation of funds in terms of the money it was allocated" but had failed to take into account the extra money the state Governments would provide for education next year.

The Minister faces further problems with the Schools Commission and the Tertiary Education Commission. The latter is working on a detailed report on the needs of disadvantaged schools and the priorities to be given in satisfying those needs. That report is expected to be ready early next year.

In the meantime the Tertiary Education Commission's report on the 1978 funding guidelines has yet to be tabled. It is expected to attract strong opposition from the ranks of new universities such as Deakin at Geelong in Victoria.

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## LETTERS

### Polls and what teachers think

Sir.—The TES says my attack on its integrity and the NOP survey should not be allowed to conceal my failure to come to grips with the underlying issues—the strange dissonance between the attitudes of the teachers in primary and secondary schools and the attitude struck by the leaders of the NUT.

What nonsense. Far from revealing a "strange dissonance", the survey shows—if one can assume for the moment that it reflects the views of teachers—that on many of the issues posed to respondents the union's policies are supported by the views of the majority of the profession. This applies, for example, to curriculum control, to corporal punishment, to "parent power" and "pupil power", to careers education and to the guidance, to new teaching methods and to induction, while on some of the other issues dealt with the union has made no pronouncement one way or the other and so the replies of the respondents neither confirm nor contradict its position.

But then, my objection to the survey is not based on whether or not it confirms NUT policies, but on its crude over-simplification of complex educational and professional issues. I also criticized the nature of the sample used. When the union determines its policies, it goes to much more elaborate and sophisticated lengths than the NOP survey to ensure thorough consideration by its members of the various aspects of the issues involved.

Indeed, the TES itself made my point for me when it spoke of "all the frustrations inherent in surveys of this kind, with a small sample and a set questionnaire" and went on to ask, apropos alleged teacher attitudes to national standard tests, "what sort of tests? what subject matter? why are teachers so keen on them? how does this fit in with the strong dislike of a national curriculum?"

I do not think the NOP put any of these questions to its respondents. It did ask, did it thus discuss with them the serious dangers which might arise from the introduction of standard testing. In an exercise of this kind a great deal depends on the kind of question which is asked and I have little doubt that framing a different set of questions could have been secured.

Not only is there the likelihood of distortion by the over-simplification of issues in the framing of a questionnaire, but the way in which the results are handled can

in itself further misrepresent what the survey purports to show.

For example, was not the TES itself guilty of such misrepresentation when it declared "there is considerable division of opinion as to whether standards of attainment have risen, fallen or stayed the same, with a small majority believing they have fallen"? The results did not show that. They indicated that a majority of respondents (56 per cent against 36 per cent) were of the opinion that standards had risen or stayed the same.

But even more serious is the way in which the replies on the size of a secondary schools and the grammar schools have been misrepresented by some commentators. For example, it has been asserted that the response to the statement "there should not be more than 1,000 pupils in a secondary school" represented a "massive vote against comprehensive schools". It was one of the kind, the response to the statement could just as reasonably have been taken to imply support for comprehensive schools of 1,000 and less.

Again, the response to the statement that all grammar schools should be eliminated has been misrepresented in some quarters as indicating rejection of comprehensive education and support for the retention of the tri-parite system when it could be compatible with support for the general introduction of comprehensive education.

While the TES itself did not go that far on these two matters, it did say that corporal punishment was at least one subject on which the teacher unions are clearly speaking for most of their members "whereas, as I have shown, there were more than a half a dozen issues on which that applied. In dealing with the reply on careers education, it said "the message from the Gov. unions" when it has been received and the NUT has for the best part of 20 years been urging governments to furnish the resources to help schools provide adequate careers education.

As to the nature of the sample and whether it was loaded or "weighted", let me say this in reply to Mr John Butler and to the leading article in the TES which, if I may say so, displayed an unbecomingly acerbic degree of sensitivity.

Mr Butler spoke at great length on the sample and its reliability and in doing so gave some distortion to the survey findings. But on the about the sample which was not published in the TES when it reported main issues, my criticism of the nature of the sample, I invite your readers to look again at the information which the TES provided in its report, and on which I have criticized, rather than what I set out in the details of the survey technique in their full report published in the Supplement which gave the number of respondents under various categories and their replies. It showed that in relation to a number of head teacher and lay member respondents, the sample was grossly over-represented. Moreover, the table gave any indication of those respondents to reflect their numbers in the population.

If I may remind your readers, the table simply gave under the "total" the estimated population, a single percentage to indicate total response, with no inference on any adjustments to avoid representation. Then, under various sub-sections, it gave a series of teachers and their responses. It showed, for example, there had been 215 lay member respondents in relation to 26% of the population, 250 "other" in relation to 173,000 and 7 in relation to 299,000. It also showed that there had been 117 independent school respondents in relation to 31,000, 26% of the population, 212,000 and 18% of the population.

The TES now says that it is "convinced" the "raw" numbers of each category one would get by adding up the numbers of groups like heads and teachers in independent schools were not represented. It also speaks of the "NOP's full report to the TES" in which it says "the TES had no judgment about the sample" which was every indication of an over-weighting.

However, my criticism of a sample is dependent on whether others I have outlined and now see my view that the survey did not give the way in which the sample was loaded, the TES policy-makers have consistently been disruptive and in some extreme cases violent in my school. The procedures used in my school are extremely well founded and were evolved with great professional care and thought. The action that is taken is designed to protect the large majority of pupils who do not want to learn from small minority who have only negative and destructive aims. This is not to say that a head will readily discard one of these pupils without a very strong feeling of moral responsibility for his future on a suspension. But this responsibility can only be carried so far and there comes a time when the authorities must make their contribution by providing alternative education in properly established institutions staffed by experienced teachers who can give these children instruction, guidance and above all firm discipline.

Once the canker of violent and disruptive pupils is removed from our schools the classroom teacher will be able to give our children the education that parents from all walks of life desire. If the violent and disruptive pupils are removed from the classroom and eventually the school, then the morale of teachers will be severely undermined and their effectiveness seriously impaired.

I would put to Mr Williams that a report compiled by a committee of teachers with experience of dealing with recalcitrant children would bring forth very different findings wholly contrary to Mr Tom Taylor and his 22-strong committee.

They would certainly not be politically palatable in view of the comprehensive ideas of "all-in-one" schools where there is expected to be a mix of all types, the hard-working with the non-working, the meek and mild with the aggressive and violent. However, there is no need for this ideal to be disturbed. We already make provision for educationally sub-normal children in separate establishments; the time has come for violence and buggery to be given a similar status.

R. A. MIDDLETON, A teacher.

### Why RE teachers do not need commitment

Sir.—One of the items in the NOP survey of teachers' attitudes showed up for me the limitations of this sort of inquiry. A majority of respondents agreed that "RE should only be taught by those with religious commitment". They did not say, nor were they asked, religious commitment as opposed to what? As opposed to a complete lack of interest in religion and a reluctant agreement to teach it to comply with the law and fill in a timetable slot?

Well, yes, we would all agree with that. But as opposed to teaching it because you find religion an interesting and relevant area of inquiry for yourself and your pupils, even though commitment is not possible for you? What is wrong with that? My experience shows a large number of student teachers who could not possibly teach RE if commitment were a prerequisite. I believe my job is to show them that a thorough, professional job can be done on the basis of an intelligent interest in the human religious quest, with or without personal religious commitment.

R. A. HAWKS, Head of religious studies, Bretton Hall College, Wakefield, West Yorkshire.

## LETTERS

### Walking the political tightrope

Sir.—It is a pity that Mr Sutton held hold of the wrong end of the stick, in choosing to abuse me in his letter (September 9), when it is evident that we are in agreement over the basic issues.

It would be wilful stupidity to deny that a young person will be better equipped for adult society if he or she has a genuine grasp of the workings of political democracy, and I am not saying otherwise. But what Mr Sutton seems to have failed to register is the disturbing fact that many of our children today are leaving school without even the most basic skills of literacy and numeracy. This must be due, in some measure at least, to the overcrowded and over-diversified curriculum, a problem

which Mr Sutton does acknowledge. If as he seems to suggest, we attempt to inculcate in these semi-literate youngsters "knowledge, skills and attitudes" which they have not the proper means of assimilating, is there not a real danger that they will leave school with over-simplified and possibly distorted opinions, which will be as damaging, if not more damaging, than none at all?

Furthermore, what teacher, no matter how hard he or she may try, is going to be able to avoid the charge of being partisan? It is one thing to teach political history, quite another to teach politics. The tightrope of objectivity is a very precarious one to walk, and it is not one that many teachers would choose to walk more often than is absolutely necessary.

What I am advocating, therefore, is not a blinkered and unrealistic approach, but, on the contrary, one which is awake to the problems of basic schooling, and the dangers inherent in the teaching of politics. It is as imperative that teachers should be able to carry out their fierer duty, which is to teach the basic skills, and then to impart knowledge and understanding. From this should follow, in due course, the political awareness which we both acknowledge to be so important in the twentieth century.

But first things first: no matter how carefully one plans a quiet life in the classroom, it is the first task of the teaching profession to ensure that there is a bigger and better pot.

TERRY CASEY, General Secretary, NAS/UWT.

### Taylor report 'thugs charter'

Sir, Yet another committee of well meaning public figures with their well meaning libertarian ideals has put forward recommendations commissioned by our political masters. The Taylor Committee has placed at the Education Secretary's door a charter for malcontents, thugs and disrupters, who, in their very small minority, inhabit our large state comprehensives. At present headmasters do possess certain powers to protect the majority of their pupils from this minority which involves the ultimate sanction of suspension. If the Taylor Committee's recommendations are implemented, these powers will be seriously curtailed with far reaching ramifications for all concerned in teaching and learning in our schools.

Apparently the Taylor Committee felt that there is a need to clip the wings of our Multivallian heads who are intent on depriving children of their education, albeit children who themselves have consistently been disruptive and in some extreme cases violent in my school. The procedures used in my school are extremely well founded and were evolved with great professional care and thought. The action that is taken is designed to protect the large majority of pupils who do not want to learn from small minority who have only negative and destructive aims. This is not to say that a head will readily discard one of these pupils without a very strong feeling of moral responsibility for his future on a suspension. But this responsibility can only be carried so far and there comes a time when the authorities must make their contribution by providing alternative education in properly established institutions staffed by experienced teachers who can give these children instruction, guidance and above all firm discipline.

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### Teaching maths sooner . . .

Sir.—I refer to the letter "Too much too soon in maths" (TES, September 5). With all due respect, Mr Singh is wrong.

If children of five (or, better still, before they start school) learned to count from one to 100, out loud and on paper; if five and six-year-olds (at the stage where repetition is a pleasure and anything learnt then is relatively there for life) learnt their tables; if addition and subtraction were done in the first place with objects (beans, buttons, even scraps of straw or paper if need be); then it would be no two rather than 11 if there is some sign indicating addition.

It is the "abstract ideas" presented without a practical approach that cause the trouble. The answer is surely not to abandon the whole idea, but to change the method, and to have seen so many school classes, taught in the way I indicated above, who enjoy maths so much—and so many taught otherwise who are at a loss for ever after—that I am in no doubt at all on this point.

If Mr Singh's children look at the 11 times table (one of the easiest of all) they will grasp the idea right away. I do hope that, in a moment of discouragement, he will not throw the baby out with the bath water.

KATE CAFFREY TOLLER, 82, Castleton Avenue, Wembley, Middlesex.

### . . . or leaving it till later

Sir.—Mr Singh's letter "Too much too soon" (September 9) is an iconoclast to be welcomed. It is a mile stone on the route to better maths teaching.

No one to my knowledge, no other contributor to your letters page or author of maths articles elsewhere, has expressed sympathy with teaching calculations in the way that the accepted "working symbol" "1" is.

Yet others must have had a similar experience as he in this area of learning. We must ask ourselves "Why is Mr Singh brave enough to express his anxiety and belief in writing?"

In my opinion it is because he has found an answer to his teaching problem. And valid that answer is surely not to abandon the whole idea, but to change the method, and to have seen so many school classes, taught in the way I indicated above, who enjoy maths so much—and so many taught otherwise who are at a loss for ever after—that I am in no doubt at all on this point.

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### Surveys will test calculation

Sir.—I should like to correct one substantial error and one or two misleading statements made in your report (Sept 2) on my paper at the British Association which described the operations at the National Foundation for Educational Research for carrying out surveys of the mathematical attainment of 11-year-olds and 15-year-olds next year.

This work is part of the monitoring programme of the DES's Assessment of Performance Unit and will most certainly include tests of children's ability to calculate. The creativity tests, also referred to in your report, are currently being developed but will not be involved in the initial surveys next year. Successive surveys will enable estimates to be made of changes in performance in certain areas of the mathematical curriculum.

DEREK FOXMAN, Principal Research Officer, National Foundation for Educational Research.

### Literacy, numeracy—and oracy

Sir.—Having only recently started to read *The Times Educational Supplement* on a regular basis, I am still struggling to get comfortable with English as it is used in the British educational fraternity (or sorority or whatever).

Seems to me one of your contributors used an unfamiliar word a few paragraphs ago—"oracy". It must be a newly-minted noun, because I cannot find it in any of the dictionaries at my disposal, including a couple of expensive ones I consult surreptitiously in the local book store.

Perhaps one of your readers would put me straight. Has "oracy" been accepted? Can I use it in respectable educational company?

ERIC C. COWAN, Executive Director, 25, Chelsea Lane, Huddersfield, W. Yorkshire.

### Why BR film is so shocking

Sir.—Gerald High has overlooked the most deplorable feature in British Rail's film *The Finishing Line*. This is that the railway "games" are depicted as being organized by adults.

The callous indifference thereby implied is far more shocking than the youthful misdemeanours which are the real target of attack. It also violates the whole exercise, since if adults are included at all, they should be portrayed as on the side of railway safety, not the opposite.

The film should be withdrawn and British Rail should think again.

T. T. LING, 236 Nottingham Road, Mansfield, Nottinghamshire.

**Kellogg's**

## National Exhibition of Children's Art 1977

For 30 years, the National Exhibition of Children's Art, now sponsored by Kellogg Company of Great Britain Ltd., has encouraged artistic expression amongst children from all over Britain.

The works in this year's exhibition have been selected by a panel of leading artists and critics under the chairmanship of Sir Hugh Casson, President of the Royal Academy of Arts, and demonstrate a remarkable range of talent from young children, up to the age of 17.

The exhibition will first be seen in London from September 22nd to October 15th. After that, it will go to Middlesbrough on October 26th; Birmingham on January 17th; Norwich on March 4th and Manchester on April 14th.

The exhibition will be advertised in the local press.

Entries are invited for the 1978 exhibition.

Further details can be obtained from Kellogg's National Exhibition of Children's Art, Trafford Park Autopoint, Ashburn Road East, Trafford Park, Manchester M17 1SB

### The Illustrated LONDON NEWS

OCTOBER

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BYRON AND SATANISM

Terence Cuneo  
PAINTING THE CORONATION

Des Wilson  
AGEING BRITAIN

Joan Bakewell  
PROBLE OF BRIAN WALDEN

Paul Nunn  
THE ATTEMPT ON LATCH

FILMS ON OFFER 1977

A new series of ruled books brings a completely fresh approach to the administrative problems of the practising teacher.

# Who will participate now

The Taylor Report recommends that teachers and parents should have more say in the running of schools. But is this necessarily a step towards greater democracy? Here A. W. Bacon finds some surprising reactions by teachers to representation on governing bodies, while Joan Sallis argues opposite that increased collective parental rights can still lead to many parents feeling even more excluded

## The reluctant governors

A. W. Bacon

The tide of reform has recently run strongly in favour of teacher representation on school boards. In 1975 a survey by the National Association of Governors and Managers found that in roughly three quarters of England and Wales elected teachers were full board members, while in many remaining cases they were allowed to attend and observe meetings, but did not enjoy full voting rights.

Although these changes have received broad support including, of course, endorsement from the Taylor Committee, it is far from clear whether they have facilitated a more democratic and openly participative type of structure within our schools. In view of this, I decided to take a critical look at the role of teachers' representatives in one large urban authority, Sheffield.

The experiences of this authority have played a leading part in the movement to democratize school management. Many of the major features of the present Sheffield school board system—including a constitution which allows elected parental, teacher, non-teaching staff, and community representation, and powers which include some general oversight of the curriculum, finance, teacher appointments, school lettings, and so on—clearly anticipate some of the detailed recommendations in the Taylor Report.

I spent a lot of time simply talking to teachers, and asking them such key questions as, "What do you think is the role of a teacher representative on a school board?" "Why did you stand for this office?" "How much business can you talk about at board meetings?" I supplemented this basic information with a conventional questionnaire survey, both of teachers and other kinds of managers, covering some 244 people sitting on some 53 different school boards in the city. In view of the amount of theory and rhetoric which typically buttresses the case for teacher participation, I was surprised to find that most rank and file teachers took a cautious attitude towards teacher managers or governors. There were, I soon found, a number of good reasons for this diffidence.

Most teachers were mainly concerned with the daily and immediate concerns of their classrooms and pupils. Apart from a minority, many of whom ironically aspired to leave the classroom and themselves become administrators, or head teachers, more seemed genuinely unconcerned about the routine administrative or policy-related issues commonly discussed at board meetings.

I also found that many teachers continued to view their own headteachers in terms of the classical English leadership model pioneered by Matthew Arnold. They saw them essentially as leaders, innovators, and directors of men or women, and were themselves content to occupy their own specifically technical, if highly skilled, teaching function within this overarching command structure.

While not everyone I talked to took this view of their occupational world, those who did tended to disparage their worker participation. They told me that Sheffield had "managed well enough" with its odd centralized system of control

and suggested that the new democratized school boards were little more than "time-wasting talking shops".

I found that this "rank and file" indifference to school board politics was reinforced by the constraints of the teachers' daily work. Many told me that they simply did not have the time to take up what they saw as a further and onerous series of commitments. Apart from the demands of their family and leisure time activities, many teachers said that their class work was so demanding that they were unwilling to assume fresh burdens.

Moreover, in many schools, recent organizational and curriculum developments had created such a multitude of subject-based, task-directed, or child-centred liaison and coordinating committees that service as a teacher manager simply appeared, to many people, to be yet another commitment threatening to further divorce them from their main job—the teaching of children.

Many teachers saw their newly democratized school boards as distant and marginal bodies, with little relevance to their own concerns. Largely because of this, it was not always easy to find teachers eager or willing to stand for election to the school board.

Many potential candidates were reluctant to stand for election because they were worried this might lead them into a kind of "para shop steward" role, in which they would be forced to represent but also delicate issues as staff problems, differential school organization, or even the job specification for a new headmaster. In this way, they might be thrust into conflict with their headteacher, and perhaps local officials. This might have an unfortunate impact upon their career opportunities.

It was rare to find a school in which the choice of school board candidates was hotly contested, and where people were chosen because they advocated a specific programme. In most schools, representatives were chosen because of their personal qualities. In some cases the "blocked spiralist" was a fairly acceptable choice, since it was felt that their rejection of any further career advancement facilitated their work on the school board. Mr Taylor summarized the attitude of many of his colleagues: "I was probably elected because I made it clear in my staff room that I wanted no further promotion and would be glad to be a deputy head or a teacher."

However, perhaps more typically, teachers tended to choose their representatives from those already occupying a fairly senior place in the school's social hierarchy. Mrs Keen was fairly typical when she said: "As the longest serving member of my school's staff, I was judged by my colleagues to have the required knowledge and experience of schools."

In a few schools, people were so reluctant to seek a place as a teacher manager that the head had to actively encourage people to stand for office. Since they were not always successful in recruiting their younger, or mid-career staff, they were sometimes forced to call upon the services of deputies or senior colleagues. Whatever their antecedents, many

representatives said that being a teacher manager involved extreme personal stress. Consequently there tended to be a high rate of turnover; for example, no less than 40 per cent of the people in my sample reported that they were "new boys", who had only recently been elected to the board.

The root of these difficulties lay in the serious conflicts of loyalties created by this kind of participatory scheme. Headteachers expect their teachers, including their teachers' representatives, to remain publicly loyal to them in an arena—the school board—where their school's policies may come under close scrutiny from a variety of interested parties, including parents, students, auxiliary staff, members of local community groups and local political activists.

At the same time, teachers have been pressing for representation on school boards not only because they want to raise their status as a profession, but also because they want to safeguard their members' interests. Many teachers' leaders and also school board representatives, if not all their colleagues, strongly supported this view and made it clear that they saw their job was to: "... be a watchdog for the staff and to keep an eye on what goes on." "To look after their [the teachers'] interests and to see that it is not to them." However, if a representative wished to press a contentious point of view, this might well pitch them into an unanticipated conflict with the headteacher. The latter might well have a different view on such issues as teacher promotion, internal organization, the direction of the labour force, and so on.

Some teachers' representatives were obviously alerted to these difficulties, and told me that although they were elected to look after their colleagues' interests, at the same time they felt, "One must be careful..." "It is a role which requires prudence and discretion." "I should back the headteacher, but there may be difficulties."

In most cases, where a disagreement occurred between a head and a teachers' representative, the latter was usually reluctant to represent their colleagues' interests in such a way that it would undermine the confidence of the head, or diminish the standing of the profession in the eyes of members of the local community on the board.

In my latest crisis with a teacher representative, the headteacher was all of an ethic of institutional loyalty, whose central tenet was that, "Whatever ties might break out within a school, these are essentially private and professional matters and must not be raised publicly, particularly in a predominantly managing or governing body, one of whose prime rationales is to act as an intermediary between the school and its community." Rather one "must seek to mute one's personal disagreements in public." At board meetings, the teachers must aim to create a favourable and constructive image of their school.

Mrs Yates, a recently elected teachers' representative, gave a clear illustration of the effectiveness of this ethic: "I feel I can't always bring up all the business I

want to do. There was something I agreed with, but couldn't say. I can go against the headteacher, we should be united, but I also am boxing with our hands tied. Jones, a representative on a comprehensive school board, put it another way: "Our hands are burning issues; well, the headteacher, an aura to keep up. One feels the and the other governors would be at the head teacher's throat to be careful for the profession."

The evidence I have gathered—that, although teachers are excluded from boards, they do not lead to any fundamental change in the power structure of the system. Most representatives are difficult about raising contentious issues in public, and refrain from a kind of "shop steward" role which challenges the authority of the head.

In practice, whatever personal ships develop between a head or her staff representatives on a governing body—whether it be friendly and cooperative, as was the case, or cold, formal and impersonal, as was rarely the case—representatives tended to become identified as loyal in public, and "jump to the defence" of the headteacher if they felt his or her class were under attack, or if they men were treading over the delicate which customarily prevented their interfering with the academic work of school.

One deputy head made this point evident when she told me that her main reasons she wanted to be a teacher representative were because she "should be there at all meetings of the school to support the headteacher. Another teacher said: "I feel that the head teacher is the one who should judge what is best for the children in terms of curriculum, policy and so on, within that particular school, with the particular of some of our managers, who are doing for control over these matters, be the first to object to the vicar or grocer being on their union committee on the grounds that such people are good in other ways, could be expected to understand the particular problems of their workers or industry."

Perhaps this comment is the clearest way of summarizing the held point of view: "I am a supporter of the new school board system, and I am sure that with government, and I am sure that with government, the educational system can only benefit by it. However, I am concerned that some of my colleagues, who are lay managers, are oversteering themselves in the quest for power, though the diversity of internal and board will give a more general and more objective view of problems, perhaps helping to get them in perspective. I feel convinced that the head teacher is the one person who should judge best for our children in terms of curriculum and internal policy."

I accept the first proposition, but not the second, for I believe that a majority of parents can be encouraged to support schools actively if they are given status in the process. That is why I am determined not to drop the point about individual rights to relevant information contained in our note of extension in the report.

Only at this level can one reach those parents who might feel even more excluded from schools, as a result of rights to "collective participation": those who

A. W. Bacon is lecturer in sociology and part of extra-mural studies, University of Sheffield.



Hands up, please: nominations being taken for parent governor at a London school earlier this month.

Photograph by John Plover

## The professional parents

Joan Sallis

I shall be spending much of my time in the next few years fighting to make the new partnership envisaged in the Taylor Report a reality. If the term "professional parent" is a term of abuse, the charge "professional participator" is, it seems, so insulting as soon to be almost actionable.

For different reasons I fear this new animal as much as those who hurl the insult at us. All my experience in children in terms of curriculum, policy and so on, within that particular school, with the particular of some of our managers, who are doing for control over these matters, be the first to object to the vicar or grocer being on their union committee on the grounds that such people are good in other ways, could be expected to understand the particular problems of their workers or industry."

I have great sympathy with those thoughtful teachers who fear parent influence, not as a threat to their own status as professionals, but as a force which could undermine their efforts for those children who have little source of support other than the school. Such teachers are convinced that a minority wishes to take advantage of opportunities to participate in school affairs, and that only a minority ever will.

I accept the first proposition, but not the second, for I believe that a majority of parents can be encouraged to support schools actively if they are given status in the process. That is why I am determined not to drop the point about individual rights to relevant information contained in our note of extension in the report.

Only at this level can one reach those parents who might feel even more excluded from schools, as a result of rights to "collective participation": those who

wrestle with poverty, timidity, the deficiencies of their own education, or inadequacies as parents which they know about but are helpless to remedy.

We have tried to diminish in education those inequalities based on wealth and innate ability, and are left with the most intractable problem of all, that of inequalities in parenthood. To say this generates a frightening amount of emotion, which I suspect would have some very interesting psychological basis if one had the time and skill to investigate it.

The groups who react most strongly—as distinct from individuals who for varied reasons feel threatened or harassed—to any talk of parents' responsibilities in education are just those whose insight is most needed: the churches, who presumably feel that if there is to be any concern with the values of the home it should be theirs; some radical politicians, who fear that attempts will be made to impose middle-class standards on those for whom they are unattainable or irrelevant; and some members of parents' groups who feel that it is outrageous to lecture parents when some schools offer them nothing.

I respect the feelings of individuals who find the subject very painful, and I have some sympathy with the three groups I have found sensitive, but I ask, with great humility, whether we have any right to these sensibilities at the expense of the child? The consequence is to postpone thinking about the issue.

I am not even thinking of those homes so deprived and disordered that it is arguable whether schools alone can help much: homes where there is not just poverty, material and cultural, but total absence of routine, stable relationships, play or purpose. Those families require resources on a scale one can hardly comprehend.

I am thinking of homes which by these standards are good, but where education

has a low priority, where parents are concerned for their children but quite unaware of how they can help them individually, much less make any more general contribution to the process by which they are educated.

Compare this with the kind of parent who gets involved in campaigns to increase parental influence in schools in Cheadle Hulme, Sutton Coldfield or Reigate. Often we have a choice where we live, within reason, and sometimes we can get children into a school some distance away which appeals to us more. In deciding on a school, we have some idea what to ask.

When there is any problem at school we go and talk about it, or we can write a highly effective note, and if in extremis we have to appeal or complain about anything, we know where to start. We are quite likely to have a set of encyclopedias and to know our way round them, and we know our way round the public library too. We may take our children to museums or concerts or the theatre, occasionally may even take them abroad.

Isn't this privilege? Doesn't it give children an advantage at school which could be even greater than those privileges we sought to abolish in our parents' action groups and our down-with-the-eleven-plus campaigns? Are we sure we are just as enthusiastic about sharing this last privilege?

When people who sell insurance policies to pay for school fees say to us: "Don't we all want to do the best for our children?" we tend to dismiss their proposition that they are only being good parents; to us, they are buying privilege. What we give our children is another form of privilege, the morality of which becomes dubious if it extends beyond the home. If you're a school governor or very

active in the PTA, and the school is the kind of participatory school you've worked for, you could have a bit of influence on how different ability levels are organized, how money is spent, and what the curriculum priorities are.

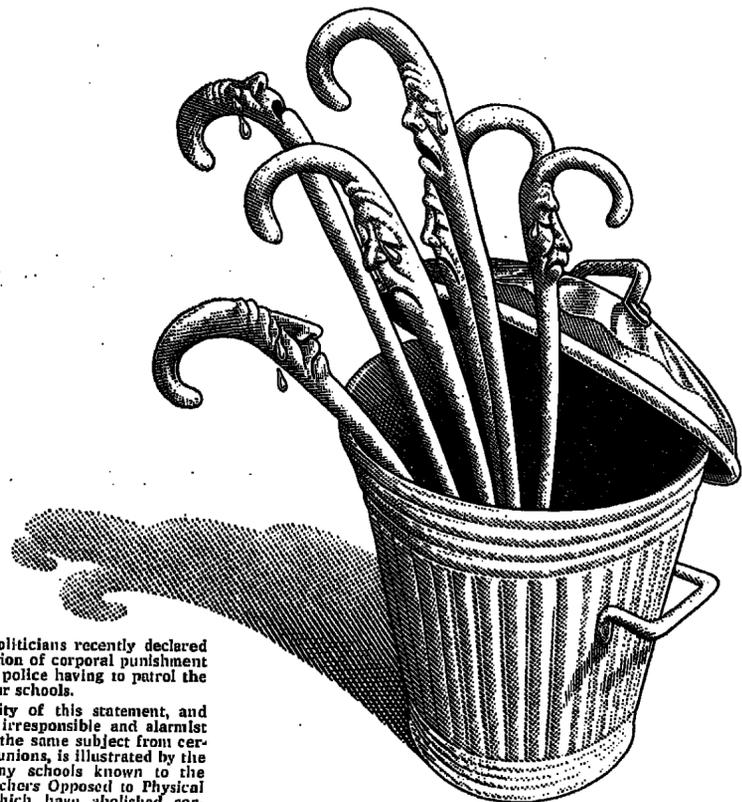
Even the nicest people find it hard to relinquish power. I think even the nicest people find it hard to abandon privilege too, especially when it comes to the more sophisticated kinds. I catch myself at it all the time.

We have comprehensive schools, most of us, but how many of them are still organized for the 15 per cent who go on to higher education? How often are the rules academically speaking made by those who won the last round? Having achieved something like equal valuation of the child, and sat back with justified satisfaction, how much are we doing to establish equal valuation of skills?

I'm asking myself all these nasty questions as well, because I am trying to say what an enormous responsibility we have, when we have won influence for parents, to ask ourselves: better schools for whose children? Ours or everybody's?

It is more than forty-five years since the Hadow committee said that "what a wise and good parent will desire for his own children, a nation must desire for all children." This rather grand-sounding injunction begs a lot of questions, but its importance to me is that it reminds us that our efforts have not been just for the children of wise and good parents, but for all children. And for all parents, including those who haven't spoken yet.

Joan Sallis is a member of the Taylor Committee, and chairwoman of the Richmond Association for the Advancement of State Education. Her book "School Managers and Governors: Taylor and After", from which this extract is taken, is published next week by Ward, Lock Educational (£2.25).



One of our politicians recently declared that the abolition of corporal punishment would lead to police having to patrol the corridors of our schools.

The absurdity of this statement, and other equally irresponsible and alarmist utterances on the same subject from certain teachers' unions, is illustrated by the record of many schools known to the Society of Teachers Opposed to Physical Punishment which have abolished corporal punishment with no ill effects whatever, and which have produced a marked improvement in their discipline and general atmosphere.

One such school is a 14-18 mixed comprehensive on the edge of London, serving a vast, deprived, overspill estate of nearly 30,000 people.

It is now more than 10 years since the punishment book in this school received its last entry: "May 30, 1966: Boy X, Boy Y: repeated misbehaviour: two strokes each."

"I used the cane then, for the first and last time, against my better judgment, to support a member of staff," the head told me. "It disturbed me, and confirmed my gut-feeling that corporal punishment should be eliminated in the school as soon as possible."

He received a little later, some unexpected help. Someone broke into the school and left the cane lying in his chair, broken in half.

"An act of retaliation, perhaps. At any rate, it left the school without an authorized cane, which meant that no corporal punishment could take place without a breach of i.e.a. regulations unless I ordered a replacement. It was an order I never got around to making..."

A cane had been disposed of, but the true elimination of corporal punishment was another matter. The main obstacle was not the behaviour of the pupils but the attitude of the staff, many of whom had been brought up to believe that the cane was a necessary part of discipline.

Being a believer in evolution rather than revolution, the only specific step the head took was to restrict the use of corporal punishment to himself and the deputy head, stating also that it would be confined to boys and kept to a minimum.

It needed more than implication, however; a real alteration in the staff's attitude was only brought about as part of a much wider change. In 1971 the school began its change under reorganization into a comprehensive.

The new pupils had a reputation for being "rough"; a high proportion of them were from deprived families or of low ability and the staff were faced with social, academic and disciplinary problems of a kind they had hardly encountered in the selective school.

## Taking the plunge

Many teachers argue that corporal punishment must be retained as a 'last resort'  
Colin Bagnall reports on how one London comprehensive abolished the cane, and survived to tell the tale

The head had initiated a reappraisal of staff roles through discussion papers and staff meetings, and in September, 1968, a new house system was set up, based on tutorial groups, which remains the basis of the school's organization today and which has played a large part in giving staff the confidence to make corporal punishment a thing of the past.

It is essentially a counselling system, and in this school, as in many others, its emphasis is on the mutual security of a good personal relationship between pupil and tutor. This in itself solves many behavioural problems, and the nature of the staff's attitude is reinforced by a system of reward. A pupil whose behaviour goes beyond the limits of normal reprimand is referred to the tutor by written report via the housemaster. The matter is then dealt with by the tutor, with the housemaster's help if necessary. If the behaviour complained of takes place during a lesson the head of department is informed, and in serious cases the housemaster may also involve the senior mistress, deputy head or headmaster.

In a disciplinary matter of any significance, therefore, the teacher initially involved knows that he or she will have the support of at least two, and possibly seven other members of staff. No member of staff is left to battle with discipline problems in isolation, and the mutual support between members of staff enhances their effectiveness.

Withdrawal arrangements have also been established, described at a recent staff meeting by a young teacher in her probationary year as "a most effective way of getting a troublemaker out of your hair until after the lesson". A disruptive pupil can be sent either to a neighbouring lesson or to the withdrawal room, which is an ordinarily furnished classroom supervised during all lessons by a housemaster or housemistress. The disruptive behaviour can then be dealt with after the lesson in the ordinary way.

To create the time necessary for supervision the staff recently agreed to give up their own lessons, each an unusually long one, to deal with the discipline of the school.

Any additional disciplinary action the staff may feel is necessary is taken with an eye to the kind of adult they wish the pupil to become. They aim to make their behavioural demands reasonable and sensible, to keep rewards and sanctions as close as possible to the normal world of family and employment and to make them natural social consequences of pupils' actions rather than punitive in principle.

Discourtesy has to be put right at a personal level, for example, and some truants and disruptive pupils have their attendance and behaviour monitored on lesson-by-lesson reports. Parents are regularly consulted, and the "ultimate sanction" is suspension, which is extremely rare.

Although corporal punishment had been an integral part of the school's discipline not long before its abolition, it became an issue. After two or three years the head included in an internal memorandum on the subject of discipline the general statement: "Corporal punishment is not used in the school," accepted by the staff and the parent body. Now it appears publicly in a brochure.

Illustration by Bill Searston

Corporal punishment was introduced quietly and smoothly in 1968 through the determination of some of his staff to see an end to it and through the common-sense of establishing a sound disciplinary structure in which it found confidence. The same thing happens in every other school in the country, as it has in the schools of every other country in Europe.

The staff are almost unanimously opposed to the idea of the retention of corporal punishment. We were questioned recently on this their general feeling was that discipline and tone of the school are second to none. "We've got a system going here, and I wouldn't see it changed," was a typical view.

One wrote: "The fact that this effectively handles kids from a reputed to be one of the most difficult areas in the borough is not only a fact that corporal punishment is unnecessary, but is, I believe, because we do not have the absence of corporal punishment as a positive advantage."

The head of the physical education department—which generally favours corporal punishment—is said: "I once thought corporal punishment should be used as a last resort, but now I don't think so. There is such an advance in discipline and counselling that I don't think it is necessary for it at all."

The girls' physical education teacher had experienced a similar conversion. "At one time I didn't think it was either physically or psychologically a jolly good thing, but since I left this school over the past two years now we contain kids, my attitude has changed."

In supporters of corporal punishment the case of it might not seem a positive advantage in a school that not only receives pupils from a wide area, but receives them each year at a time (a third of the school) difficult age of 14, with the brightest "creamed off", and from a feeder school which corporal punishment is not used on both boys and girls.

Nevertheless, life at this school is different from the picture currently presented to the public by some clubs and union leaders as normal (there has been no serious case in years), and violence towards staff is unknown.

Although the discipline and the whole relationship between staff and pupils already described, in the elimination of corporal punishment is simply a natural part, recent research in schools has shown that vandalism is a high rate of physical punishment in hand, and the fact that punishment simply encourages behaviour is borne out by common sense and observation as well as by research.

Visitors to the school frequently comment on its quiet, relaxed and purposeful tone. Two statements, particular, indicative in a way of the general run of things, are given from a senior i.e.a. officer who has been given pleasure to the school as he walked around the school, lessons that the place was so well run that he wondered whether the 600 pupils were not actually all asleep.

The other was made by the painter who had spent some time brightening up the outside of the school, remarked as he left the deputy head: "Nice lot of kids you got here, and round lots of schools and usually interference with the equipment of it. There's none of that here."

There are no policemen in the corridors, either.

Colin Bagnall is head of department at a London comprehensive. He is secretary of The Society of Teachers Opposed to Physical Punishment.

# New lamps for old?

F. W. Kellaway  
looks at mathematical and technical texts  
past, present and future

There is a pleasant story about a candidate for promotion who complained that he was passed over despite the fact that he had 20 years teaching experience. Unkindly, he was told that in reality he had one year's experience, 20 times!

Something of the same cynicism could apply to some authors of textbooks. They may believe they have written half-a-dozen or more books when they have produced one which is more-or-less original and then variations on a theme.

An examining body has to announce a revised syllabus, and at once there comes a spate of texts "especially prepared to meet the needs of candidates" entering for that particular examination. A glance at the material is transposed from an earlier book which was "especially prepared etc." for an earlier syllabus. No elephantine memory is required to recall what happened when school certificate became titles on the covers of books changed; the contents on the pages inside were immediately familiar.

Other instances can be taken from the further education area. If most of the references that follow are to mathematical and technical subjects, this is simply because of the writer's prime experience; there is every reason to assume that circumstances are similar in other educational areas.

A particularly glaring example related to the change in the national certificate and diploma structure when a three-year "senior" course was replaced by a two-year "ordinary" course with higher initial entry standards. Books which had been popular under an S1, S2, S3 arrangement, matching the three years of the displaced course, re-appeared as "Preliminary", "Ordinary National" and "Ordinary National 2". What has not gone unmentioned is that they were not purported to be specifically written for the transformed circumstances.

All too often material is transposed from an earlier book... for an earlier syllabus

Now, in their turn, the national certificate and other examinations are to be supplanted by courses by the Technician Education Council and the Business Education Council. What will become of the well-established textbooks? What is being advocated here is the exchange of new lamps for old should not be a "factory reconditioned" job, but a genuine replacement. To push the metaphor a little further, the old lamps burned brightly enough in their day. We might with advantage recollect some of the most successful, and especially those which did not fall into the trap of unreal "new" editions which we now deplore.

Past generations of students found their needs most adequately met by a splendid variety of series. There were the mathematical works of Professor John Perry, or Mellor's Chemistry, or the range of physics texts by Edwin Edser—all marked a major advance at their time. In schools, the texts by Hall, Kulgh and Stevens were correspondingly respected. Some were so invaluable written and are still in service. But they were not just patched up, or jigsawed with a spurious claim to novelty.

Similarly, there were S. L. Loney's achievements in mechanics or coordinate geometry;

or A. S. Ramsey's creative approach to dynamics, statics, and electricity and magnetism. The famous books on calculus by Joseph Edwards and A. R. Forsyth had worthy successors when H. T. H. Flaggio or G. W. Cantor arrived. At school level the abundant flow from C. V. Durell, and the scholarly teaching of Siddons and Snell and their Harrow companions, represented a shelf full of books which owed little to those who had gone before, but which all oozed original thought.

What books will be provided for those taking the revamped FE courses?

So one could go on; and others would tell the same story about their specialisms. The danger must be recognized that nostalgia ("there were giants in those days") can distort judgments. No doubt a tidal wave of publishers would assert that their recent offerings match anything produced in the past century. They would swamp one's doubts by demonstrations of new concepts, new presentations, new standards of achievement. Yet those doubts persist in surfacing. Review pages of the last few years show that only very occasionally can a reviewer support a blurb shouting "a revolutionary approach". Just here and there we meet an honest effort to match the text to the pupils' comprehension level; all too often the mixture is before. Which brings us full circle to the question, what books will be provided for those taking the revamped further education courses and, looking further ahead, for those following the school curriculum which must emerge after the Great Debate and the Green Paper?

To take the publishers' side, none would deny that they are in business to make profits, not to act as philanthropists to the education service. Their decisions are concerned not so much with what to include in their books as with ways of creating a viable product. This calls for books which will sell in quantity, so that the unit cost is acceptable to the customer. They must therefore match a need, which crudely translated means they must follow an examination syllabus. This bland statement may be regarded as heresy by some so-called progressive teachers. The educational process, they say, is paramount, with success in an examination incidental. In their ideal world, success and failure would be abolished!

More realistic commentators, especially among the ranks of employers, demand evidence that teaching has been effective. Moreover, that evidence should be objective and reliable. The Green Paper does, indeed, raise some hopes that a more demanding attitude may express itself in schoolwork. To be cheerful, let us anticipate another swing in the school curriculum content, corresponding to the upheaval, already mentioned, in further education studies. Can we expect freshly devised textbooks?

There are just a few glimmers of light. The despondency which prompted this article has been slightly alleviated, even while it was being written, by two developments.

A major publishing firm has announced a plan for the TEC and BEC materials. In a massive series, each book will contain a statement of the unit objectives, step-by-step progress towards achieving the objective, and self-assessment and other exercises. The claim

—and it is heartening that thinking of this nature is taking place—that "the significance of this publishing scheme lies in the provision of new texts to meet new requirements and... the development of new teaching schedules".

Early volumes should be available in the autumn of next year. Other publishers will also be in the field by then. Meanwhile, discussions progress between the Institute of Mathematics and Its Applications and the originators of the Innovative Polymaths course that may enable the course to be sponsored and controlled by the Institute. The Department of Education and Science has approved the proposal and indeed has blessed the scheme since the original concept in 1973. Unfortunately, no finance is available from official sources, and unsubsidised prices of the necessary books are inevitably a stumbling block.

These books, however, are another optimistic pointer in the present context. For the production team of Polymaths unit texts have started from scratch, initiating scripts specifically to match the purposes of the courses. Polymaths itself is the title given to a national one-year part-time course in mathematics for mature students. Success has been formally recognised by the CMAA and other bodies as an entry qualification to degree courses, and a substantial percentage of those completing the year's work have proceeded to degree work.

Any look into the future merely produces a Jekyll and Hyde ambivalence

Five books produced by the team have been concerned with logic and the law of numbers; functions; sets, relations and structure; calculus; and computing. Each unit has an introductory section listing its aims and including a glossary of terms and symbols. This is followed by a general instruction text which presents fresh ideas, and is studied ahead of a class meeting. Group discussion sheets, and private work sheets are also provided, as are objective test sheets. The whole is well displayed on sheets of A4 size.

This procedure has been set out at length since it demonstrates that unshackled thinking can give a novel interpretation of the purposes of the textbook, and that stereotyped presentations of standard material are not necessarily the format most appropriate to modern conditions. Now something analogous is required at school level.

Two themes have been recurrent—a plea to avoid a re-bash of pages which have outlived their usefulness, and a recognition of economic difficulties. It is too obvious that a publisher can produce a reprint of an existing book at a much lower cost than that of a new work. Even whatever he issues, he requires a substantial and recurrent sale if prices are to be acceptable to the buyer.

So any look into the future merely produces a Jekyll and Hyde ambivalence. Intuition suggests that a proven formula for textbooks will be followed over and over again. One would hope, even in the face of economic necessities, to be proved wrong, and some slight indication of a breakthrough the barriers of tradition are discernible. But every one knows the fate of Dr Jekyll.

3 NEW VOLUMES IN THE EDUCATIONAL PSYCHOLOGY SERIES

Psychological Processes in Early Education edited by Harry I. Horn, Jr. and Paul A. Robinson July 1977, 352pp, £12.40/\$17.50 0.12.354450.5

To extend contemporary psychological research and theory to early childhood education is the goal of this treatise consisting of original chapters by distinguished child psychologists and educators. For each topic, the contributors review research data and theory and discuss the implications for early childhood education. The book offers perhaps the most comprehensive coverage addressed specifically to early childhood education of racial and ethnic differences, language interaction between teacher and child, individual differences in cognitive style, and behaviour disorders in the preschool-age child.

Handbook on Teaching Educational Psychology edited by Donald J. Treffinger, J. Kent Davis, and Richard E. Ripple August 1977, 384pp, £12.80/\$18.00 0.12.697750.X

This book is perhaps the first to address the growing recognition among educational psychologists that they are charged not only with studying and improving the teaching and learning of others, but with looking at the quality of their own instruction. It provides a contemporary, wide-ranging survey of practices and problems in teaching educational psychology and reviews and evaluates the conceptual and methodological bases of practice and problems. As a survey and review of contemporary educational psychology as it is taught, the book brings together in a single reference source-book many themes previously treated only in an isolated and fragmented way.

Television and the Preschool Child: A Psychological Theory of Instruction and Curriculum Development Harvey Lesser September 1977, 288pp, £11.35/\$16.95 0.12.444250.1

Television and the Preschool Child documents the surprising claim that television is not as powerful a social and educational force as is commonly believed. The book refutes the widely accepted research findings that television violence and behavior violence are related. The research that claims Sesame Street is effective, especially for its target population of disadvantaged preschool children. The central tenet of the book is that the educational potential of television for preschool children is largely unrealized. Television and the Preschool Child provides the clearest and most detailed exposition to date of the problems of instructing young children through television.

Teaching Strategies for Language Development Jane A. Rieke, Linda L. Linch and Susan F. Soltman May 1977, 136pp, £7.45/\$10.50 0.8089.0996.7

The primary aim of this book is to foster the use of team approaches to communication and language programmes in the developmental basis for approaching children's problems. It is written to enable teachers and language disorders specialists to individualize language programmes that can be used in classroom settings with generalization to the home and other environments.

A Grams and Stratton Publication, distributed by Academic Press. ACADEMIC PRESS London New York San Francisco A Subsidiary of Harcourt Brace Jovanovich, Publishers 24-28 Oval Road, London, NW1, England, 111 Fifth Avenue, New York, NY 10003, USA

20 Books Kill or be killed Roy Lewis

The Ply of It All: Polarisation of Racial and Ethnic Relations. By Leo Kuper. Duckworth £12.50, 7156 1114 3.

Genocide is a term too often loosely used. Its overtones of horror and unnaturalness inevitably include it in the political propagandists' vocabulary of abuse. Professor Leo Kuper sees it as the final stage in the process of 'polarisation of racial and ethnic relations': the process in which members of a country or society, differing (but perhaps only slightly) from each other in culture or physical attributes, become ranged against each other in racial or ethnic hostility and hatred. In the process, sanity and humanity collapse under a tide of indiscriminate slaughter, carried out in the spirit of the extermination of vermin or pests. Indeed, it is a process in which the antagonists become different species, no longer human to each other: they say as much.

Violence becomes endemic. It goes beyond the interrogations, the tortures, the isolated atrocities, the terrorism and counter-terrorism. There may have been an admittance of violence, as an admittance of a point of no return, but it has reached the stage of the terrorism of war. Or the take the form of massacre and counter-massacre. Or the final solution is attempted or achieved. Genocide is rare. In the history of mankind, the evolution, in the succession of migration and war for vital territory, it may have been usual—we do not know. It is, in fact, hard to kill even a majority of individuals in a population, pestiferous or human. Partial genocide, however, is not uncommon. The Nazi gas chamber system gave the term its

currency. What the Turks did to the Armenians between 1894 and 1922 is an earlier case. What the settlers did to the Australian bushmen is a still earlier example.

In recent years there have been several cases of this total polarisation between groups, leading to large scale and pitiless massacres of particular people without regard to age or sex, in Africa. Professor Kuper has made a comparative study of four of these for the purpose of tracing common social processes which fuse into the "infernal machine" that explodes in carnage. It is a more frightening carnage than even war produces. Consider this scene. The Tutsi tribesfolk in a area of Rwanda are rounded up by superior numbers of Hutus and herded to a cliff over which their dead bodies are to be hurled. Tutsi ask for a minute in which to say their prayers. The Hutus agree, and, being also nominally Christian, kneel and pray with them. Prayers over, they slaughter them, men and women and children to the last newborn babe.

Professor Kuper considered the Tutsi-Hutu polarisations in Rwanda and Burundi (where the tide of killers and killed were reversed respectively); in Zanzibar where immigrant Africans (but not the Afro-Shirazi) massacred the Arab ruling elite, and Algeria where the French Colons and the Arabs provoked another to mutual massacre until the Colons were all driven out. In those four cases, outwardly diverse, he finds underlying similarities, as the ground for tolerance and reconciliation was progressively eroded.

For in all of them a long period in which the roles of the dominant and subordinate groups had been accepted and codified into custom was subjected to sudden change, to new influences and ideologies from without. In Burundi the Balutu and Batutsi were even in a process of coalescing by intermarriage, which abrupt decolonisation exposed, even recreated, older rivalry. When the underdogs in each case were suddenly given hope of betterment, and hindered by the rigidity of numbers and organisation, the stability of society broke up. Where relations had remained fluid, and social differences did not exclude respect for a few years, the two groups in a few years turned into mortal enemies as groups, for which few talents was basic law. Professor Kuper distils general principles of polarisation which are

Batavia betrayed Mark Greengrass

Patriots and Liberators: Revolution in the Netherlands 1780-1813. By Simon Schama. Collins £15.00, 00 216701 8.

Scholars, unlike poets, cannot keep company with clarity for long. As Revolution at the end of the eighteenth century has, naturally perhaps, not attracted Dutch historians. All the more pleasing, therefore, that the "eighteenth century" has found their English Milton in Dr Schama's *Patriots and Liberators*. His story is not quite that of a paradise lost. In reality, as Dr Schama describes it, Holland in the eighteenth century was veering towards an anarchy of money and power. Gently decadent economy and in many ways too providential order as were the sanctified dykes and the poverty in the streets) it was called "the time of the pennings".

But a Batavian myth was still alive, disseminated by the still-predikants, the professors of the broadsheet journalists. Based not upon the Enlightenment, its roots were in a supposed, god-given liberty to free Dutchmen, or removed and preserved the centuries earlier from the clutches of Heisterburg and Bourbon yanks. The

benefits of freedom were spread sparingly over the varied provinces by the confident, particularist constitution, and encouraged staid and honest work which had made the Dutch the shippers and bankers to the world in the seventeenth century. It was to release another "Golden Century" that the Patriots assembled their demonstrations in 1783 and 1784, held the National Assembly in 1785, and finally expelled the Orange William V from the Hague garrison in 1786.

Throughout the book, Dr Schama's dry humour plays over these Orangists and their crude attempts to manufacture mob enthusiasms to their favour. They were plain men in quest jobs for the most part; William V in particular emerges as a "tinpot absolutist" who, at the most critical moment of his career, wished that his father had never become Stadholder and monarch. The attempt to restore the dynasty sank to flying the tri-colour outside down to look like an Orange flag in Noorn.

Measured in blood, the Dutch Revolution was a small affair and when to go home. Judged by terms of ultimate success, it was tiny. Yet the Patriots, once in authority, found that a myth was not a political programme. The degree of autonomy within the Dutch constitution, which they pressed for a re-constitution, particularly against royal power, since it encouraged patriots and factions with different loyalties, the stand-offish and provincial counter-revolutionary, the counter-revolutionary, the counter-revolutionary, the counter-revolutionary.

Reading New Today

Brian E. B... n sickness and health George Hill

Inspection copies from

Medicine in Britain Henry Lynn, Richard Sorrell, How barons and knights and towns and people through three wars and changes in the role of the doctor. By Alan Sorrell and his son Richard.

An authoritative book for students of education and college who must get down to points of scholarship if it is all Brian Book, New York. I think it is a strange why.

Inspection copies from LUTTERWORTH... Medicine. By Ivan Illich. 90p. 14 02 2009 7. Medical Medicine. By Una Maclean in 70p. 14 02 1220 5. Heredity. By C. O. Carter. £1.25. 14 02 0523 3.

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21 Books/Science/Study

Learning to learn Rachael Evans

Study (Teach Yourself Books). By G. G. Neill Wright. English University Press 60p. Learn How to Study. By Derek Rowntree. Macdonald 35p. How to Study Effectively. By Chris Parsons. Arrow Books 60p. Speed Reading. By Tony Buzan. David and Charles £1.95. Speed Memory. By Tony Buzan. David and Charles £1.95.

As training and retraining courses increase for students of all ages and at all stages of literacy, so study guides proliferate aimed at all levels of ability. You can take your pick from the first three on this list, with Tony Buzan's two as additional reinforcement. Basically, how to make the best use of time when, in Parsons's words, "Studying is not always easy because most of us are not naturally efficient". All five books cover reading and retention (memory), and the three study books cover organization of the mind and planning, timetables, which is a must for clear thinking

and essay writing or the orderly expression of thinking and sometimes an incentive to work when all seems dull and grey. The most complicated both in style and content is Wright's *Study*. This book would be good for a psychology of learning course, and many would need a study guide to study it, though the chapter on "calm of mind" is useful.

Tony Buzan's (of *Use Your Head* fame) books are glossy reprints of his speed reading technique, with a useful chapter on scanning and skimming. This is all a bit daunting, but not so his memory book if the reader substitutes the old-fashioned world peccanism for some of it. *Learn How to Study* is popular with full-time students in their first year. The SQ 3R Reading method is described clearly and convincingly, but the layout in "frames" and endless paragraphs and subdivisions is confusing in an attempt to condense too much into a self-programming pattern. By contrast, Chris Parsons's *How to Study Effectively* is simple and direct both in style and content. He assumes no knowledge, but is not patronising at all. He deals with the organization of the simulated work plans, timetables and general "tips" for learning.

Among this week's contributors: Peter Fanning teaches English at modern European history at Sheffield University. George Hill writes about medical affairs for *The Times*. Naomi Mitchison is the author of *Snake!* and *To the Chapel Perilous*.

THE TRAINING OF TEACHERS IN ENGLAND & WALES 1800-1975 H. C. DENT

In this short book Professor Dent has summarised briefly but clearly the long and complicated story of the education and training of teachers in England and Wales. Starting with tentative attempts in the eighteenth century and the rudimentary beginnings of a system early in the nineteenth century, he describes the training of monitors and pupil-teachers, the rise of training colleges (and why they were voluntary, not State-provided), the impact of the Revised Code and the 1870 Act, the training of specialist teachers, in-service training, the involvement of universities and LEAs, joint examining boards, area training organization, and the unprecedented expansion of the 1960s. Professor Dent takes the story up to March 1977 (the date of going to press).

This is the first history of the entire period, and its publication comes aptly at the moment when the long era of monotechnic and mainly residential training colleges for teachers is swiftly drawing to its close. 0 340 19751 X Boards £4.95 0 340 19750 1 Unibook £2.35 Available through bookshops.

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Education 77/ Utbildning 77 A Nordic Trade Fair for teaching aids 25 - 29 October 1977 Göteborg, Sweden

Education 77 is the major event in the field of education and training in Sweden and also the largest educational trade fair in Scandinavia. More than 150 exhibitors, representing about 1,000 firms all over the world, will present many interesting news, soft ware (books, films, tapes, etc), hard ware, furniture and so on. Parallel with the trade fair, an interesting conference is taking place in the Swedish Trade Fair Congress Centre.

The fair and the conference programme are directed to all who are engaged in education in nursery school, comprehensive and vocational schools, universities and adult education, company training, training in the army, etc, and in AV matters.

Utbildning 77 is being arranged in co-operation between The Swedish Association of Publishers and Manufacturers of Educational Material (FSL), Stockholm, The Swedish Association of Local Authorities, Stockholm, and The Swedish Trade Fair, Göteborg.

Further information through Svenska Missan Stiftelse (The Swedish Trade Fair Foundation) Box 5222 S-402 24 GÖTEBORG Sweden (Tel 031 20 00 00)

Words and W... Casoy Milar and... wily searching... of special...

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22 Books/Children's Literature

Charmed circle

Marion Glastonbury on fantasy in children's literature

The Renaissance of Wonders in Children's Literature. By Marion Lochhead.

Marion Lochhead was born in 1902 and lives in Edinburgh in a flat overlooking the Meadows. She enjoys children's stories and summarizes 110 of them in The Renaissance of Wonder which is hailed by Trevor Royle in his preface as a tribute to the Scottish folk heritage.

Miss Lochhead makes no such distinction but she is concerned with authority, briskly defined as morals, manners, discipline and reverence for the old faith. The concept of "wonder" is indeed the necessary counterpart to the exercise of this authority, indicating here a state of grace in the child's stance of one who is blidtable, respectful, and willing to be awe-struck. Not to mince matters, "it is better to believe too much than too little."

Celtic pride inspires the lengthy consideration of George MacDonald and stretches as far as Denmark to embrace Hans Andersen. Two chapters are devoted to C. S. Lewis and three to Tolkien; both of them count as honorary Scots having "discovered" Northernness. The Irish—Frances Brown, James Stephens, Meta Mayne Reid and Patricia Lynch—are commended for their hereditary gift.

Deserving Sassenachs include Mrs Masserwell, Klyde Kipling, John Masfield, Walter de la Mare, J. R. White, Winifred Pinlay, Rosemary Harris, Ursula le Guin, Philippa Pearce, Joan Aiken, Catherine Storr, Katharine Briggs, Susan Cooper, William Mayne and Alan Garner, all of whom have a story or two put in a nutshell.

Miss Lochhead welcomes all manifestations of the baptised imagination. She is in favour of "excitement, beauty, rapture and mystery", especially when they are combined with "pure goodness".

She believes that authors she admires are transmitters, of Christian faith and ethos, restorers of a prelapsarian unity of mind, soul and body. She regards their work as a protective talisman for the young. Against the malign forces of modern materialism, these books work like Herrick's crust, kept in the pocket after dark:

For that holy piece of bread Charms the danger and the Fiction, a far her, both food and sacrament, and she invokes the Incarnate to explain creative genius.

The religious interpretation of myth has had several powerful and subtle exponents. In a recent essay, Ted Hughes cites the story of Christ to describe the process whereby a child takes possession of a narrative sequence and becomes so familiar with every part of it that a single word is enough to illuminate the whole, "magnetising our life into a special pattern."

Northrop Frye postulates a structural core of fictions: a set of archetypal motifs which correspond to the deepest human needs and impulses, and which, when verbally expressed, constitute a secular scripture. He uses the criterion of recognition-of-authority to differentiate between myth, which lies at the heart of the society which sustains it, and folklore, which is peripheral.

At all events, these visions of well and dry born of deprivation, as us Serapha conjures a mother in Anne Kern reversion so absorbing the thinks him a fool. "By own soul and treasure, ing it as the spirit eye"—with the delirium of the fantasia. To a diaphanous flumen of a are called upon to bear the book to bear its weight, to transcend it. Even if we accept George forms "representative self of which the world is a mere shadow." The organization of invariably escapes critical Tolkien's claim to be "a door but not of intense disingenuousness in view of words lost in the jungle, of similes which and as you cannot have without a race of poets, speakers follow schemes which make a ruler's Aeneas feel which Tolkien's "Bible" after Gondal, the result of the young King.

In other words, keep out. Nothing upsets the faeries so much as an intrusive Proutian football. Miss Lochhead rebukes a biographer for suggesting that the filial piety of George MacDonald, who said "Fatherhood must be at the core of the universe", might have been mixed with resentment. Paternal authority is unremittingly upheld in her devious, biographical notes. Hubert Biron, a most promiscuous father, is delicately described as "a Catholic although a highly irregular one in practice". His wife, Edith Nesbit, "above all, loved England".

A low tolerance of ambivalence seems characteristic both of storytellers and their audiences, and may perhaps provide some clue to the

moral forces at work marked so often by the allegory but called by an assertion of order and profound emotional disorder.

It happens that Macken and Lewis were at an early age and of a singularly bleak and long sentence. More change, it permits us to share a narrative of fantasy copiously spun by the childhood had good reasons themselves in a cocoon of solace. The family of the Queen in The Goblins, the Goblins, Perelandra, and Galad of the Rings is true Lochhead to a divine Lady.

At all events, these visions of well and dry born of deprivation, as us Serapha conjures a mother in Anne Kern reversion so absorbing the thinks him a fool. "By own soul and treasure, ing it as the spirit eye"—with the delirium of the fantasia. To a diaphanous flumen of a are called upon to bear the book to bear its weight, to transcend it. Even if we accept George forms "representative self of which the world is a mere shadow." The organization of invariably escapes critical Tolkien's claim to be "a door but not of intense disingenuousness in view of words lost in the jungle, of similes which and as you cannot have without a race of poets, speakers follow schemes which make a ruler's Aeneas feel which Tolkien's "Bible" after Gondal, the result of the young King.

In other words, keep out. Nothing upsets the faeries so much as an intrusive Proutian football. Miss Lochhead rebukes a biographer for suggesting that the filial piety of George MacDonald, who said "Fatherhood must be at the core of the universe", might have been mixed with resentment. Paternal authority is unremittingly upheld in her devious, biographical notes. Hubert Biron, a most promiscuous father, is delicately described as "a Catholic although a highly irregular one in practice". His wife, Edith Nesbit, "above all, loved England".

A low tolerance of ambivalence seems characteristic both of storytellers and their audiences, and may perhaps provide some clue to the

23 Books/Children's Literature

Let slip the dogs

Naomi Mitchison reviews Richard Adams's new book

The Plague Dogs. By Richard Adams. Allen Lane in association with Rex Collings £4.50, 7139 1055 0.

This book is primarily propaganda for an emotional and I am afraid irresponsible form of conservation. As such it may have a large sale. It is a handsome hardback with fine illustrations of the Lake District old favourite with conservative romantics. If you can take this amount of being preached at, combined with stock figures of goodies and baddies, which I find altogether too hard to follow, you can enjoy a smashing yarn about two escaped dogs and their fox friend who talks in a sometimes unintelligible Cumbric dialect. It is up to you to decide whether the dog-talk, especially that of the terrier who has had a brain operation which makes him speak in rhyme, and which keeps nagging away that it's a hard world for animals, is an acceptable literary device. It worked all right in Watership Down, yet if you ever try to re-read that delightful book, you have your doubts.

The dogs have escaped after carefully detailed unpleasantness of the kind usually reserved for political prisoners, from a kind of cartoon research centre. Mr Adams is passionately anti-scientific. It is a pity that he uses the name of a family of good scientists, including a Professor of biology, for his chief villain. Emotional conservatism tends to be anti-science, while taking advantage of scientific and technological advance. I wonder if Mr Adams manages to avoid this. I trust he is a vegetarian, as the cruelties committed on animals by farmers, either unthinkingly or for better profits, would add up to the pain of probably more lab animals than exist in the world. (Think even of a netful of fish. Is the dark hold of a trawler the herrings' hell? Or don't fish count?)

The author seems to forget the laboratory doing experiments on animals. He appears to think that a guinea pig can have one or more legs infected with cancer cut off without an anaesthetic. This is impossible in the United Kingdom. He is, however, correct in thinking that

most animal experiments are carried out for drug testing, including the cosmetics industry. Perhaps further animal tests, not carried out, would have averted the thalidomide tragedy. No doubt our author, if he or his family were ill, would never use remedies which have never worked out on animal subjects: this would include most if not all antibiotics, though I must emphasize that a good biologist does as much of his experimental work as can be done on himself. Clearly, among biologists, there are some who are unfeeling or even as cruel as individuals in the army or the police. I well remember one such at Oxford in my childhood and how furiously my father, J. S. Haldane, came down on him. There may be a case for stricter limitations on experiments on the primates, though this is mostly being done in the United States and I know nothing first hand about their licensing system. It is curious that Mr Adams picks out the fascinating experiments on carrier pigeons which may throw much needed light on communications, including per-

haps those which mankind has lost but might recover. However, our author makes a mass indictment against animal research and that is not funny. It is likely to load some readers into an anti-scientific attitude based on non-facts. Writers should be careful: they have great power (and this is especially true of competent ones like Mr Adams) to arouse emotions and attitudes in readers which may result in action. But perhaps that is what he is for. I hope this book will not find a place in school libraries.

There is some erudite and amusing, but equally spiteful, guffing of politicians and newspaper reporters; however, both these groups can look after themselves. Not all scientists can do so, and will be surprised and hurt at this attack. But perhaps many readers will be put off by the book's length and by the amount of propaganda which comes in toffee expressed in excellent prose, as indeed effective propaganda usually is and will not get as far as the somewhat phony happy ending in super-romantic style.

Pam Michell

Birds of a feather

It's rather hard on Aesop to subject his fable of "borrowed plumage" to its own moral. Feathers Fit for a King (Abelard £3.50) not only exceeds the original story but decks it out with gorgeous pictures and a text luxuriant with evocative adjectives and imagery (the flamingo is "satin pink", the peacock's tail "a fan of quivering eyes"). Aesop's crow made a bid for kingship by stealing the preening of prettier birds. Here, his intention is more

credible: he wishes to be fity dressed to make a speech at the eagle's coronation. This is not so much an adaptation as an elaboration. The crow's story seems dim in its brilliant surroundings. Bird (Macmillan £2.50) is as unpretentious as its title. A boy rears a fledgling fowl fallen from its nest. Attacks by the cat, the leech, West in search of adventure and riches. The fact that they find both a bit half-hearted in their efforts. Children will enjoy the Wild West atmosphere but might find the heroes accidentally finding the Golden

Mountain, they manage to hack off a lump of gold with their spurs (they dropped their picks while escaping from bandits). So the result of their find is to start a gold rush in Long Bone territory. The story falls far because the "exciting" incidents are not fully developed and the two heroes seem a bit half-hearted in their efforts. Children will enjoy the Wild West atmosphere but might find the heroes accidentally finding the Golden

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This is Chibao, the National Children's Book Week symbol. He will be appearing in various centres all over the country this week, presiding over all kinds of activities designed to encourage children to read more books. Each of eight regional areas - Glasgow, Tyne and Wear, Liverpool, Birmingham, Wales, Bristol, Merseyside and Gillingham as well as London - are to play host to authors and illustrators, run competitions and games and hold story-telling sessions, book fairs and exhibitions in libraries, bookshops and schools. This year's Children's Book Week, which coincides with the Library Association's centenary celebrations and the presentation of the Carnegie and Kate Greenaway Medals to Jan Mark and Gill E. Halsey respectively, has at its centre a seminar organized by the Publishers Association. Its title is "Children's Books Past and Present" and it will take place in the Waterloo Room at the Royal Festival Hall on October 5 between 9.30 and 12.30. Tickets are £2.50 each. The panel of speakers will be Peter Opie, the children's folklorist, Robert Westall, teacher and 1975 Carnegie medal winner, Margaret Meek, review editor of The School Librarian and Malcolm Saville, the writer. For further information about any aspect of Children's Book Week contact the Children's Book Officer, the Publishers Association, 19 Bedford Square, London WC1B 3HJ (01-580 6321).



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# 24 Books/Children's Literature

## Finding out

Virginia Makins

It seems highly probable that children learn to count by counting, and learn to tell the time by using clocks, and learn how colours behave by playing about with paints. But the market for books designed to teach them numbers and colours and time and goodness knows what else seems inexhaustible.

Roger Hargreaves (the Mr Men man) has jumped on the didactic bandwagon fairly recently. His *Grandfather Clock* (Hodder and Stoughton £2.60) is pretty innocuous, so far as the story goes. But there is no doubt his primitive drawings appeal to children, the clock drawings are good and clear, well-meaning parents (and teachers) will buy it, and young children will like it.

Better to draw a veil over a couple of new counting books with garish pictures and over-sophisticated content, and move on to another popular author, Roger Duvoisin, whose *See What I am* (World's Work £2.60) is about colour. The prima colours, and black and white, quarrel over who is brightest and best, then decide they are all needed, while a kitten comments on their talk. It is nicely and quietly done, like much of Duvoisin's work. But it is marred by the fact—whether deliberate or accidental—that red in the text is unmistakably pink in the pictures. *Dr Crochet's Symphony*, by Alan Blackwood and Chris Skilton (Evans, £2.85) was probably not intended as a didactic book. Dr Crochet, writes the longest, loudest symphony in the world, and when the orchestra refuses to play it, he finds an inventor with a tape recorder and puts it together himself, instrument by instrument. As a story book, it is League Division Two, but it has good strong baroque pictures, which could, incidentally, help a child who knew something about the instruments of an orchestra sort them out and remember them. *The Girl Who Was a Cowboy*, by Phyllis Krasilovsky (World's Work, £1.90) is more realistic than didactic—a gentle, natural story about how a girl who most liked dressing as a cowboy stayed mainly a cowboy, but also came to like dressing up as a girl. It is hard to decide if it is a soft sell for the women's movement, or a subtle defence of the status quo—and perhaps all the better for that.



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## Ganging up

Peter Fanning

A Dip of the Antlers, by Sam McBratney. Abolard £3.25, 200 72526 2.  
Wrangle Tangle War, by June Oldham. Abolard £3.25, 200 72514 9.  
Lemon Kelly Digs Deep, by E. W. Hildick. White Lion £2.50, 85686 271 1.

Good gang stories never die. They never even fade away. And the breadth and width of choice stretches as over from Enid Blyton to *West Side Story*. A Dip of the Antlers brings social realism to a simple story about a fight beside a canal. Sam McBratney traces the thought and lives of four people involved up to the crisis and terrible denouement: two boys, one teacher and one policeman. The antlers are those of the warring factions.

It's a gruesome short story, tough and credible, in a world which has losers and beautiful losers. The theme is more direct and treated with more assurance than in Mr McBratney's first book, *Mark Time*, and there's a wealth of realistic detail (like the ghastly horrors of first time dating) which leaves the characters sharply defined and our sympathies evenly divided.

An excessive attention to detail is the only real fault of June Oldham's *Wrangle Tangle War*. We find characters who are "debonair with strength" and scenes just tripe self-consciously written. But, on the whole, this is a pritty and rather nasty tale about the strife between the village lads and a band of

evanescence, set in Lincolnshire, the war is thoroughly believable.

The local lads reckon of the girls from London, man spy—a fantasy which proceeds at a pace which if not fairly comic is demarcated and terrifying. Thought Police or the Home apart from being a line to an exciting story, based on that favourite time country-side is vibrant and the final realism the truth leaves a pleasant innocence.

*Lemon Kelly Digs Deep's* gentler stuff for younger (eight or nine-year-olds), in gang's fantasies of plotting a pleasant enough way of getting the story along on the path. Lemon Kelly's gang is a fairly standard assortment of a "tough guy" leader, an little brother, and even the "Brains". Rival gangs have a similar composition.

It is written in a general, familiar fashion, in the style of Nevill Martinson's *Nevertheless*, there is a lot of schoolboy humour ("What blunderbuss?—A Green Line on a foggy night") and rivalry and pseudo shock abound. Boys will be boys, spite of New Towns, they have changed much since King Lear's band of fourteen broke the blackout curfew in 1942.

## Colouring in

Gods, Men and Monsters from the Greek Myths, by Michael Gibson. Peter Lowe £1.50, 0 83654 027 7.

With so many books of Greek mythology on the market, a new one must offer something special. The publishers of *Gods, Men and Monsters* suggest that its special something is Giovanni Caselli's illustrations, meticulously detailed and archaeologically accurate. Doubtless this is true. Harpies snatch the food from tables well furnished with black-figure ware and Greeks tumble with Trojans in a jumble of authentic-looking armour. But, whereas the black-and-white drawings are elegantly symbolic, after the manner of Bernardini's *Morte D'Arthur* panels, the 22 colour set pieces are startlingly vulgar.

For a start, they seem to be in a kind of Eusebian colour, so that the hydra's coils are the pale pink and turquoise of ballroom taffeta and pastel-blue hats hover round the top of a sticer Coca-Cola bottle, while the backward-looking Orpheus has the neck and musculature of comic-strip hero Garth. The harpies' faces are no worse than plenty to be found in the Woman's Institute, whereas Theseus and Hercules are pervasively unattractive. Still, publishers' claims aside, it is really the text that matters in any retelling of myths, and *Gods, Men and Monsters* has done a reasonable job, though there are some rough edges. The book does not claim to be exhaustive;

we never hear, for example, that the hydra once ate his founder Theseus and that the account of the Trojan makes no reference to the name of Atreus. But is life at the point of the rams' discovery and then a variant not mentioned by Robert Graves and the Pygmalion's statue-wife, is not a name at all. Perhaps these details do not matter, but Mr Gibson takes idiosyncratic stands on certain moral issues and presents an unhelpful opinion. He apologises for Theseus who deserts Ariadne on Naxos, and the view of some late date writers that Dionysus appeared the hero in a dream to Ariadne for himself. "Early next morning Theseus, hearted, sailed away." Can musical tradition from Mozart to Richard Strauss has profound less honourable explanation with contrast of departed mistress and honoured bride is much striking than the version of here.

But the main question about this book is what reason it is intended for. The lavish illustrations and slight tone down some of the events suggest a young readers, but the text is difficult. As an illustrated book it does not rival *The Beneath the Sea* and *The Shadow* retold by Edward and Leon Garfield and it does nothing to rival *Lancelot's Green*.

## Coming through

When Olly Saw an Accident. When Olly Moved House. By Monica Glynd and Thomas Dantelsson. Hodder and Stoughton £2.20 each.

There are two more stories of everyday trauma in the life of a little Swedish boy. This is the same Olly who has already faced divorce, death and sibling rivalry. In the accident story he has to learn not to be afraid but that not all anger by others is directed at him. His

warm, loving parents give Olly very safe home base.

The uncomfotableness of moving house is also vivid. Olly has accepted new home, and friends eventually a new school. As a part of all this he commits one of classic treacheries of childhood—transfer of allegiance from a friend to new—with the parents' encouragement of his parents. It is the kind of realism that assures a story in which Olly's friend Gemma was able to help him would not provide the usual favourable background against which it feels safe to make changes.

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NEVER TOO LATE TO READ: A book for slow adult readers needing remedial learning techniques. The subject matter of texts designed to teach reading is often infantile and there are very few such books that are suitable for adults. This book offers new hope to those adults who have difficulty with reading. Price 90p

TRADITIONAL TALES FROM WALES: A set of six books with traditional tales of Wales for young children. Price £1.90 per set

THE WORLD OF DYLAN THOMAS: An account of the life of the poet and an introduction to his work for the adult reader. Price 95p

(THE DYLAN THOMAS LANDSCAPE: Photographs of the Wales which Dylan loved with excerpts from his work to illustrate the scenes. For the adult reader. Price £4.15

ACADEMIC SESSION 1977-1978

Two NEW SERIES are planned for this session. The first is ENGLISH AS A SECOND LANGUAGE. Over THIRTY-FIVE titles are planned in this series each with a separate key. With some of the books in the series tape recordings will be available throughout sister Company Tapaltek.

The second series called RAPID REVISION will be launched in January, 1978 and will be suitable for use with classes in Secondary Schools. The series will start with twelve titles—English, Maths, Chemistry, Physics, Biology, Economics, Commerce, British Constitution, British Economic History, Acts, St. Luke, St. Matthew, St. Mark.

Detailed lists of these and our other books available from Celtic Educational Ltd., Swansea SA1 5EA. Send for free catalogue/lists.

Our books are available from and through leading booksellers everywhere. Ask for them by name at W. H. Smith and Branches, London; Menzies & Foyles, Educational, Dillons, Selfridges—London; Austick—Leeds; J. Arnold—Leeds; Wileshaw's Sherratt & Hughes—Manchester; Hudson's Bookshops—Birmingham; Midland Educational—Coventry (and all branches); John Smiths—Glasgow; Galloway's—Aberystwyth; Uplands Bookshop—Swansea; and leading Charter-Booksellers everywhere. In cases of difficulty please contact us direct.

CELTEIC EDUCATIONAL LTD. SWANSEA

26 Resources

No money for higher fi

ADRIAN HOPE on the Harrogate Festival

Many hi-fi manufacturers and dealers are feeling the economic pinch, simply because the public no longer has the money to spend on higher or dhigher fi. Nevertheless this year's Harrogate High Fidelity Festival was obliged to spread over three separate hotels, to cope with the firms anxious to display more than 150 brand-name ranges to the press, trade and public.

The Harrogate exhibitors were offering a quite bewildering range of competitive products. Inevitably some stood out as better value than others and it was for instance something of a shock to see that Teac, handled by Telecine of Houghton Regis, near Dunstable, can now offer a stereo cassette deck with all the technical facilities and style of the A-103 for only around £110 plus VAT.

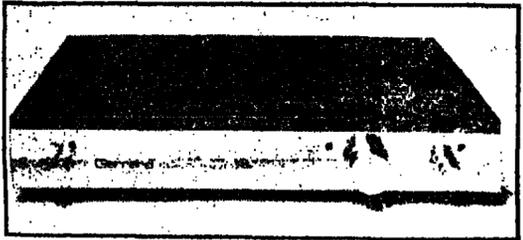
On the home front, the British company BSR, which produces and distributes the ADC range was giving advance news of the Accutrac Plus six turntable which will be marketed in the United Kingdom early next year. The Accutrac+6 is a modification of the current Accutrac 4000 turntable, which already enables the individual tracks of a hi gramophone record to be played in any order.

The Accutrac principle relies on a light-sensitive pickup and carriage which "reads" the gaps between individual tracks and

ings or transmissions, such as those used by the BIC, IBA and Post Office, are much more robust. Were it not for the massive concentration of vested commercial interest in conventional analogue recordings, we would almost certainly be buying and replaying robust digital recordings. The technology could be easily available at a reasonable price—witness the fact that a pocket calculator, representing quite literally a roomful of valve equipment, can be bought for less than £5.

However, until digital sound equipment is available, the record user must concentrate on getting the best from existing analogue gramophone records. This creates a demand for record care equipment, and at Harrogate, numerous record cleaning devices were on display.

Perhaps the most convenient record cleaner is the Vac-O-Rec, produced by VOR Industries, under American licence, at a Merseyside factory. The Vac-O-Rec spins a record under power past brushes and, in working dry, circumvents an age-old problem of disc cleaning. Although the dirt on a record can be loosened by the application of cleaning fluid, unless the resultant loosened dirt and fluid mixture is removed under a powerful vacuum and the disc subsequently forced-dried, the mixture will lock into the



Garrard SR101 "scratch suppressor".

removes as innumerable mud. The only objection to discs raised on the Vac-O-Rec has been its rather unsightly appearance. A new, much more stylish Mark II version will soon be available, at around £20.

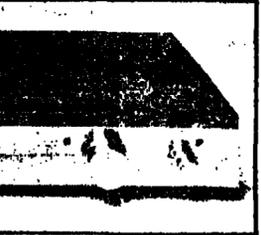
One reason why plastic discs get so dirty is that they readily acquire a high-voltage electrostatic charge which attracts dust from the air. The real solution to this problem, of course, is never to leave a gramophone record out of its sleeve. But this is an impractical solution, and various devices are now available for neutralizing the static charge which a gramophone record so readily acquires, for instance when

Conventionally, records on an autochanger are dropped one by one from a stack. With the Accutrac+6 the record to be played is not released until all those below it have been raised up to serve as a support. Subsequently a batch of records, with the one to be played on top, is lowered gently onto the turntable.

Apart from enabling a user of the Accutrac+6 to make unrestricted selections, this new approach overcomes the main objection to all previous auto-changers—namely, that they damaged the records by dropping them hard on top of each other. The only records likely to defeat the Accutrac are dished or warped pressings. The new turntable will be cheaper than those already on the market, a provisional price for next year of around £130 being mooted.

It is now 100 years since Edison first recorded sound, using a cylinder, and some 75 years since discs were commercially introduced. Now, when discs record sound in analogue fashion that is to say, as a wave form trace, rather than digitally in the manner of a pulse code. This is surprising, because analogue recordings in general, and plastic discs in particular, are easily damaged with the damage producing audible and unpleasant results.

On the other hand, digital record-



Garrard SR101 "scratch suppressor".

removes as innumerable mud. The only objection to discs raised on the Vac-O-Rec has been its rather unsightly appearance. A new, much more stylish Mark II version will soon be available, at around £20.



Teac A-103 stereo cassette deck

It is usually cleaned with a cloth. These devices take the form of anti-static pistols, which superficially resemble a piezo-electric gas lighter. However, whereas a gas lighter produces a spark, an anti-static pistol produces a slow stream of charged particles, first in the Zerostat, made in St Ives, Huntingdon, at a price of £6.90 inclusive.



JR Super "Woofer".

Although the Vac-O-Rec contains trailing, earthed brushes which are intended to release static that is formed by its action, it is probably advisable to discharge a record with a style pistol after it has been played in this manner. No amount of cleaning fluid discharge will salvage a record which has already been scratched. Those which work in a similar way are, therefore, now coming on the market to neutralize the scratches on a record. Those which work in a similar way are, therefore, now coming on the market to neutralize the scratches on a record.

From the British firm Ge however, comes news of a device which will soon be on the market for £75. The Gevac 2000 scratch suppressor uses a sensor circuit called a bucket brigade line and is connected to a record turntable and an amplifier. Sound from the record is picked up by a sensor which is in the line of a record and a sensor which can be set to respond to clicks and pops of various sizes. When the sensor detects a click pop louder than the rest, it switches the delay line to let the sound of the pop be heard by the amplifier. The delay line is filled with almost 200 quite, simultaneous which circumvents the delay.

Although not yet available in review, the Gevac device is to work better with a series of scratches (to which the sensor is fine-tuned) than an abrupt click or pop. The device is therefore, more suited to heavy users of records, and disc jockeys and schools, who



Teac A-103 stereo cassette deck

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27 Resources

A feast of Tudor images

by David Birt

Continued from previous page. tion leaflet accompanying such a loudspeaker as it may well advise for or against a particular manner of location, for instance, on or off a shelf or close to or well away from a wall or other backing solid.

The Cambridge firm, Monitor Audio, has a new miniature speaker, the MA8, which, at £119 a pair, is a few pounds more than the similar sized MA7, which has achieved a good reputation over recent years. Particularly impressive about the MA8 is the manner in which it disguises its audible presence; that is to say, the sound which it produces does not appear to be emanating from a box. Monitor Audio pride themselves on fast delivery and guarantee to deliver to a dealer within one week, or supply within



The Vac-O-Rec Mark 2.

24 hours if the dealer will collect orders from the factory. Although small loudspeakers can produce excellent and realistic sounds it is difficult to produce loud, very low bass notes from a very small box. Several manufacturers are now adopting a clever new approach to this problem. This relies on the well known acoustic fact that the human ear is unable to detect direction from which very low frequency or bass notes are coming—the notes that small loudspeakers are unable to reproduce.

Two small speaker cabinets are used to produce a stereo image of sound in the usual manner, but in parallel with these units a single large, bass unit or "woofer" is located at some convenient place in the same room. At one demonstration the British firm Tape Music Loudspeakers Limited, show their new, known as the small JR speakers (£135+VAT a pair) in conjunction with the JR Super Woofer (£150+VAT). A Super Woofer was located between the two small loudspeakers and switched in and out, giving the audience how its addition boosted low frequency sounds in a satisfying manner without destroying the stereo image.

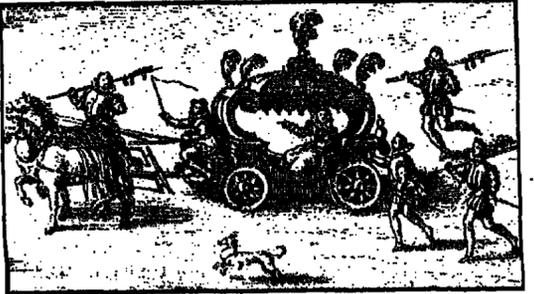
As a piece de resistance, however the demonstrator then revealed that the Super Woofer in front of the audience was in fact a dummy. The real woofer, which was being heard, or more accurately, felt) were coming from a similar but active unit at the back and side of the room.

The Swiss firm Revox has been heard known so far for its tape recorders, but early next year will be launching a gramophone which is claimed as "childproof". The new Revox 8790 turntable (which will probably cost around £300) is a high quality unit which uses a parallel tracking, rather than a conventional, pivotal, arm. Bang & Olufsen already have a parallel tracking turntable on the market, and although the Revox tracker has this basic characteristic in common with the Bang & Olufsen unit, the Revox is different in that the cartridge is completely hidden from view and prying fingers.

If an attempt is made to lift the cartridge cover and aim off the record while it is playing, an automatic sensor retracts the arm into its shell, thereby protecting the fragile (and expensive) stylus or needle.



Left: Edward VI as a baby; right: Elizabeth I in her coach.



Elizabeth I in her coach.

The World of the Tudors The World of the Early Tudors The World of the Elizabethans (1) The World of the Elizabethans (2) Edited by M. Roeves

Then and There Filmstrips. Longman/Compton Ground, Longman Group Ltd, Burnt Mill, Harlow, Essex. Set of three filmstrips plus notes, £9.50.

The three filmstrips of this set aim to bring the Tudor Age to life for the secondary pupil. Most of the pictures are double-framed and in full colour, where monochrome drawings are used, they are often mounted against different plain coloured backgrounds. Subject matter, backgrounds, sizes and shapes continually vary, providing a feast of Tudor images. The frames are not numbered making it simpler to mount them as individual slides if required.

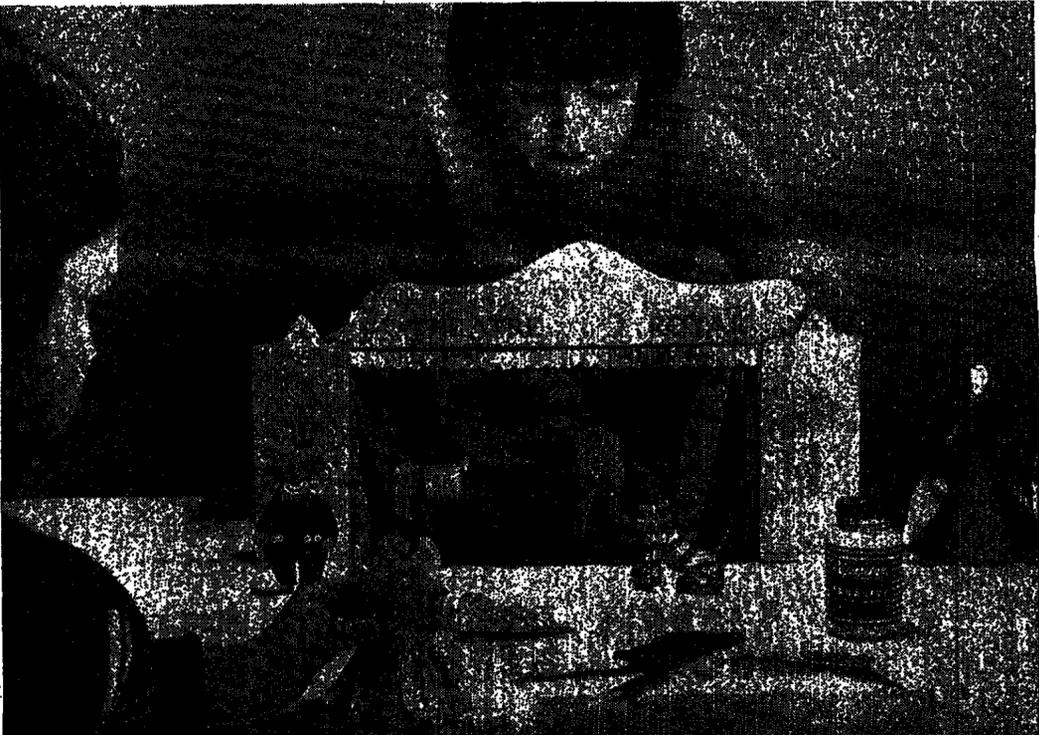
Rigorous selection and attention to detail assure a forceful visual impact. Similar care has been taken in the structuring of the material. The four frames showing houses in drawings are used, they are often mounted against different plain coloured backgrounds.

Filmstrip 2 begins with Compton Wynyates and goes on to explore the agricultural world on which life in the great houses depended. Filmstrip 3 reveals the splendour of Longleat, Montacute, Haddon, Hardwick, Knowle and Chartwell. This kind of integration makes the set ideal for line of development approaches and project work as well as providing a sense of an unfolding panorama for those following a chronological course. Should the teacher wish to spiral

outwards from the theme of the Tudor house to related topics, there are sections on music, dancing, feasts and cooking. The filmstrips are accompanied by two booklets. The larger (48pp) contains a simply written commentary on each frame and is suitable for reading aloud. Pupils are encouraged first to explore inward and examine the pictures in detail, then explore outward, comparing

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Continued on next page.



child's play!

The latest worksheet in Copydex's series—'Let's make a model theatre'—is fun, and very adaptable. It stimulates the child's imagination and encourages creativity; brings him or her into closer contact with a wide range of reading matter, since all the material can be found in magazines, and everyday items in the home. The only other thing you need is Copydex adhesive! It makes a useful aid to teaching History or English

(especially if you stick to a theme like Shakespeare's Globe Theatre, for example); and it's a handy stimulus for individual attempts at creative writing and story-telling, or group activities. The worksheets contain full instructions for making scenery, props and characters, including the theatre itself; and for six illustrated copies of the easy-to-follow instructions, complete with teacher's notes.

COLLAGE EXHIBITION DIARY

Aug 27-Sept 18 Middlesex Art Centre Birmingham Oct 6-Oct 31 City of Salford Art Gallery Manchester Dec 1-Dec 31 Valley Leisure Centre Newtonabbey, Co. Antrim Jan 6-Jan 28 1978 Templemeads Sports Centre, London W5

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Please send me 6 copies of 'Let's make a model theatre'. (This worksheet and teacher's notes are free but please include 1p in stamps to cover postage and handling).

Name

Address



# The Polyfilla Schools Art & Design Awards

## A NATIONAL AWARDS AND EXHIBITION SCHEME FOR THE ENCOURAGEMENT OF CREATIVE ABILITY

ENTRIES are now invited from Infant, Primary and Secondary Schools in the UK for the 1978 Awards and Exhibition.

The work of individual pupils or group work is equally welcomed, but entries must be made through the schools. Entry is initially by photograph, and any number may be submitted (use separate entry forms).

Closing date is December 31st 1977. Children are invited to submit imaginative work using Polyfilla and such materials as wool, string, wire mesh, sawdust, pipe cleaners, old cloth etc.

They may clip, drape, impregnate, carve, score, scratch, mould or paint the materials in any way they wish.

### AWARDS

Awards will be made to four large group winners; to a group for a combined project, and to an overall winner. Their schools will also receive awards.

Age Group	School Awards	Age Group	School Awards
Up to 7 years	£50 £100	15-17 years	£50 £100
8-11 years	£50 £100	Project Group	£50 £100
12-14 years	£50 £100	Overall Winner	£100 £1000

All entries selected for the exhibition receive a certificate of merit.

### JUDGING

The panel of judges selects about 60 entries from the photographs submitted and these are then collected for a final judging in Spring 1978. All these exhibits are shown in London and winning pupils and their teachers are invited to the prize giving.

The judges are: Henry Pluckrose, Headmaster and Editor of "Art and Craft in Education"; Elena Ganapityte, Senior Lecturer in Sculpture, Digby Stuart College—LIIIE; Leo Walmsley, Art Adviser; Dave Lee Travis, BBC Disc Jockey.

### EXHIBITION SECRETARY

Leaflets containing details of this scheme have already been sent to nearly all schools in the UK, if you have not received a copy, please write to our telephone: Exhibition Secretary, 30 Broadwater Road, Welwyn Garden City, Herts. Tel: Welwyn Garden 28131.



"Child on Bike," one of 60 exhibits selected for the last London exhibition.

# SCHOOL MAGAZINES

PLAISTOW PRESS CO-PRODUCTION



FREE INSTRUCTION MANUAL... The second booklet... This booklet is a... It contains 11 contemporary... Again there is evidence... Some... in conjunction with... stance Giustiniani's... the youthful Henry VIII... interestingly with the... of the Holbein portraits... wider applications for... "hall" description of... the Cloth of Gold... with dress and... 2,014 manuscripts... of... such as... Chester's jolly rhyme... There are only two... Occasionally the evidence... strictly contemporary... paragraphs of the... (with Old St Paul's... does duty for early... instead of the two... contemporary woodcut... seriously, it is hard to find... evidence of the appalling... of the time; the... enclosure... and... their... However, at a cost a... national... of slightly... This... this... excellent value.

SUNDAY TIMES SCHOOL MAGAZINE COMPETITION  
1st Prize: Rosbery County Grammar School for Girls  
Outstanding Literary Merit: Hopefield Secondary School  
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## 28 Research To make an impact

by Keith Stapylton

"First Impact" by Frank H. Published by Macmillan & Co. Houndmills, Basingstoke, Hants.

This set of 30 cards is a... to Impact by the same... the front of each card... and white photograph... the main stimulus. Underneath is explained, or a story... ted. On the reverse there... illustration, with elaborate... suggested story, alongside... drama, painting, or craft... Title: "The Ring" "The... Playful Kites" "The... the Ring: What was... Stone?" "Guards on... Brian Joins the Guards" A... card shows a dummy, as... "ventriloquist" The... encouraged to tell us the... Jimmy the doll, make a... "The Guit's dummy, and perform... opinion" (September 2) and the... sequent debate on sampling. I agree... with the comments of John Barter... managing director of NOP Market... Research Limited (September 9).

I would like to offer some additional... insights—derived primarily from... research my colleagues and I... reported to the British Educational... Research Association Annual Conference... earlier this month—to the... quist's dummy, and perform... opinion" (September 2) and the... sequent debate on sampling. I agree... with the comments of John Barter... managing director of NOP Market... Research Limited (September 9).

These cards are equally... with whole classes or... children. It would be... to fulfil the cards'... case any reading problem... youngest children, by... the suggestions, rather... being satisfied with the... which could, by themse... rather banal.

Full use would include... robot model, painting... ing wood shapes, collage... teachers should be... this. While most... write their stories, the... lend themselves to us... children who could... ideas, or tell them... teacher.

It would also... ant to use... rather than a... basis.

It might also... although the... of creative expression, by... really a lead-in to... or topic work, being... armed with facts or... studies.

The set is attractively... with a crisp feel likely... protected by lamination... sides. The photographs... gainly attractiveness, and... is bold and clear. Job... drawings might be a... for this age group.

The cards offer more... teachers' efforts with... illustrations, and at... cost. Offering an exten... teacher's ideas for... they would be a good...

Continued from previous... end contrasting Tudor... their own. The... also be suitable for... work if used with... The second booklet... containing 11 contemporary... Again there is evidence... selection. Some... directly to frames and... in conjunction with... stance Giustiniani's... the youthful Henry VIII... interestingly with the... of the Holbein portraits... wider applications for... "hall" description of... the Cloth of Gold... with dress and... 2,014 manuscripts... of... such as... Chester's jolly rhyme... There are only two... Occasionally the evidence... strictly contemporary... paragraphs of the... (with Old St Paul's... does duty for early... instead of the two... contemporary woodcut... seriously, it is hard to find... evidence of the appalling... of the time; the... enclosure... and... their... However, at a cost a... national... of slightly... This... this... excellent value.

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## 29 TALKBACK

### Rather different answers

Mark B. Ginsburg

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These teachers seem to be... proponents of such tests only when... they are diagnostically employed.

I do not believe in testing just... for testing sake, but certainly where... you are trying to find out more... help you with the job and to do... obviously more for the children... than I think is a good thing."

This is one of those questions... where I could argue on both sides... I suppose. I like standardization... to a point, certainly with things like... erading because I think it gives me... some guidance.

It is surprising, in fact, how... class we are to each other; we all... put reading and writing and numeracy... as top priority. . . . And it... seems to me the 'Great Debate'... is a big waste of time.

On the question of whether... the needs of commerce and industry... should be considered more... the meaning behind the two-thirds... favourable majority is more... complex than may be assumed. As... this teacher's comment indicates... the needs of industry are not... always readily apparent.

If we could sort out what... the needs of industry were, and... the needs of everybody else were... we could sort out what the needs... of the children were—it might... help.

Additionally, agreeing to... consider the needs of commerce and... industry is not the same as believing... those needs should dictate what goes... on in a school. For example, both... these teachers would agree that... industry's needs should be considered... but the second teacher does not see... these needs as the ultimate... determinate of school practices.

I think all middle schools... have got to realize that the final... thing in education for any school... is fitting the education for the area... that they are going to live in... and the basic thing to live in the... world is to have your tummy full... and I don't mean fat, but to have... enough to live on. If commerce and... industry says these are the... standards that we need to give them... jobs, then we have to be sensible... and say these kids have got to be... trained for the jobs."

Part of education is to... help them to live in the world... that they are going to live in... as an adult. . . . So you... can't... my particular hope... isn't to send out industrialists from... this school. If we want to change... society—and nobody thinks it's... perfect—you know, I don't think... we should answer to the demands of... industry. . . . We've got to... go far as it went. However, there... is a need to complement such... nationally representative responses... with data that illuminate the... complexity of meaning behind such... responses.

Mark B. Ginsburg is in the... Department of Educational Enquiry, University of Aston in Birmingham.

many instances I can see it helping... the average teacher in the classroom... because this would remove... from the teacher the chore (and it... is a chore in many cases) of fairly... constantly preparing new work."

For teachers in our sample... the proposals emanating from the... Debate for a core curriculum... seemed redundant, in that such a... core already existed in most schools... One teacher explained:

I think the vast majority of... schools are doing a good job. . . . I thought in a way I was a little... bit out on the limb because I am... terribly traditional in my outlook... on these things . . . and yet . . . particularly with middle school teachers... . . . It is surprising, in fact, how... class we are to each other; we all... put reading and writing and numeracy... as top priority. . . . And it... seems to me the 'Great Debate'... is a big waste of time.

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Mark B. Ginsburg is in the... Department of Educational Enquiry, University of Aston in Birmingham.

The network column will be held... over until next week.

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**MANPOWER SERVICES COMMISSION**

**Annual Report 1976-77**

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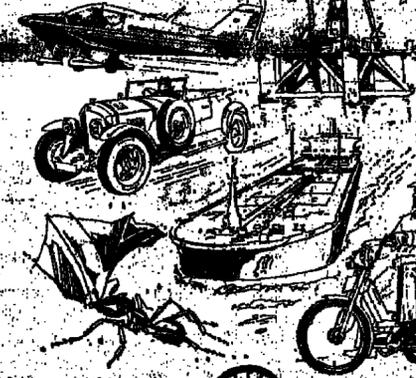
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Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education

Primary Education

Middle School Education

Nursery Education

Headships

DURHAM COUNTY COUNCIL invited for the following...

Deputy Headships Senior Masters/Mistresses

DERBYSHIRE COUNTY COUNCIL... HILLY NURSERY SCHOOL...

SHEFFIELD EDUCATION... EDUCATION... NURSERY FIRST SCHOOL...

NEWCASTLE UPON TYNE... EDUCATION COMMITTEE... NURSERY TEACHER...

Primary Education

Headships

BERKSHIRE... (CONTROLLED) HEADSHIP... 1978...

DERBYSHIRE... (CONTROLLED) HEADSHIP... 1978...

Pastoral Physical Education Science Technical Studies Other than by Subjects

Secondary Education Headships Deputy Headships Senior Masters/Mistresses Remedial Posts Art and Design Careers

Commercial Subjects Domestic Subjects Economics English Geography History Humanities Mathematics Modern Languages Music Pastoral Physical Education Religious Education Rural Studies Science

Social Studies Technical Studies Other than by Subjects Appointments in Scotland

Sixth Form and Tertiary Colleges Heads of Department Scale 2 Posts Scale 1 Posts Special Education Headships Deputy Headships Senior Masters/Mistresses Heads of Department Scale 2 Posts Scale 1 Posts Independent Schools Headships Art and Design Careers Classics Domestic Subjects Economics English Geography History

Mathematics Modern Languages Other than by Subjects Colleges of Further Education Directors and Principals Heads of Department Other Appointments Colleges and Departments of Art Polytechnics Universities Fellowships Studentships and Research Awards

Mathematics Modern Languages Music Physical Education Religious Education Science Speech and Drama Other than by Subjects Preparatory Schools Headships Mathematics Modern Languages Other than by Subjects Colleges of Further Education Directors and Principals Heads of Department Other Appointments Colleges and Departments of Art Polytechnics Universities Fellowships Studentships and Research Awards

Colleges of Higher Education Teachers' Centres Adult Education Community Homes and Associated Institutions Assessment Centres Youth and Community Services Overseas Appointments Administration Local Education Authority General School Health Service Examiners Librarians Ancillary Services Miscellaneous Outdoor Education English as a Foreign Language

Teachers wishing to apply for a post in the Council for Scotland (5 Royal Terrace, Edinburgh) for information about eligibility for registration.

Appointments wanted

Other classifications

Educational Courses Awards and Scholarships Personal Announcements Exhibitions Entertainments For Sale and Wanted and Postal Shopping Holidays and Accommodation Home Exchange Properties for Sale and Wanted Typing and Duplicating

Teachers wishing to apply for a post in the Council for Scotland (5 Royal Terrace, Edinburgh) for information about eligibility for registration.

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PRIMARY HEADSHIP COMBINED NORTHUMBRIA COUNTY COUNCIL ABBINGTON WANSICKER COUNTY FIRST SCHOOL HEADSHIP

KENT COUNTY COUNCIL... HEADSHIP... 1978...

DEVON COUNTY COUNCIL... HEADSHIP... 1978...

DERBYSHIRE COUNTY COUNCIL... HEADSHIP... 1978...

DERBYSHIRE COUNTY COUNCIL... HEADSHIP... 1978...

DERBYSHIRE COUNTY COUNCIL... HEADSHIP... 1978...

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NORFOLK COUNTY COUNCIL Education Department HEADS required for

(1) BAWDESWELL CP SCHOOL, (Group 2) (2) BUXTON CP SCHOOL, (Group 4) Application forms and further details can be obtained ONLY by sending a stamped addressed foilsap envelope to the County Education Officer, County Hall, Norwich NR1 2DL.

Closing date for applications: October 14. Removal expenses are payable in accordance with the Authority's scheme.

NORFOLK COUNTY COUNCIL Education Department HEAD required for

Colby C.P. School (Group 2) Further details and application forms can be obtained ONLY by sending a stamped addressed foilsap envelope to the County Education Officer, County Hall, Norwich NR1 2DL.

Closing date for applications, October 17, 1977. Removal expenses payable in accordance with the Authority's scheme.

St. Stephen's R.C. J.I. School (Group 4) Meneah Road, Handsworth B21 6EY

Applications are invited from suitably qualified and experienced Roman Catholic teachers for the post of Deputy Head at the above-named school. Application forms, to be returned by 10th October, 1977, are obtainable from Correspondent Manager, Rev. M. Brady, o/s school. There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL Metropolitan Borough of Rochdale EDUCATION DEPARTMENT PRIMARY SCHOOLS Re-advertisement HQWOOD COUNTY PRIMARY, (5-11) Magdala Street, Heywood OL10 2HN Tel. Heywood 80494.

Deputy Head, Group 5 Required for 1st January, 1978. Applications are invited from experienced teachers of infants and/or Juniors. An interest in thematic learning and/or modern mathematics and Boys' Games would be an advantage. Previous applicants will be re-considered. For application form, please send a foilsap stamped addressed envelope to the Chief Education Officer, Municipal Buildings, Manchester Old Road, M16 9JL, Manchester M20 4EA, and on completion returned to the Head of the School.

ilea Inner London Education Authority For teaching posts in Inner London See pages 54 & 55

Classified Advertisements The charges for advertising in all classifications is 75p per line (minimum 3 lines). Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £8.65).

headships Applications are invited from experienced and suitably qualified primary teachers for the headships of the following schools: Melbourne Junior School (Readvertisement) 207 children Group 4 Mickleover Junior School, Derby (Readvertisement) 280 children Group 5 Closing date 14th October. Application forms and particulars for the above posts (s.a.s. foilsap please) from the Director of Education, County Offices, Matlock. DERBYSHIRE County Council

NORFOLK COUNTY COUNCIL Education Department HEADS required for (1) Stradbroke Infant School (Group 4) (2) Bricham V.C.P. School (Group 1) (Vacancy No. 2 is a re-advertisement - previous applicants will be considered together with new applications.) Application forms and further details from County Education Officer, County Hall, Norwich, only on receipt of a stamped addressed foilsap envelope. DEPUTY HEADS required for (1) Edward Waddege Primary School, Gt. Yarmouth (Group 5) Application forms and further details from County Education Officer, County Hall, Norwich, only on receipt of a stamped addressed foilsap envelope. (2) St. George's Infant School, Gt. Yarmouth (Group 4) Application forms and further details from Area Education Officer, Gladstone House, St. Giles Street, Norwich, only on receipt of a stamped addressed foilsap envelope. Closing date for all vacancies: October 17. Removal expenses payable in accordance with the Authority's scheme.

DERBYSHIRE COUNTY COUNCIL Education Department HEADSHIP required for (1) Stradbroke Infant School (Group 4) (2) Bricham V.C.P. School (Group 1) (Vacancy No. 2 is a re-advertisement - previous applicants will be considered together with new applications.) Application forms and further details from County Education Officer, County Hall, Norwich, only on receipt of a stamped addressed foilsap envelope. DEPUTY HEADS required for (1) Edward Waddege Primary School, Gt. Yarmouth (Group 5) Application forms and further details from County Education Officer, County Hall, Norwich, only on receipt of a stamped addressed foilsap envelope. (2) St. George's Infant School, Gt. Yarmouth (Group 4) Application forms and further details from Area Education Officer, Gladstone House, St. Giles Street, Norwich, only on receipt of a stamped addressed foilsap envelope. Closing date for all vacancies: October 17. Removal expenses payable in accordance with the Authority's scheme.

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Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Table listing various educational appointments such as Nursery Education, Primary Education, Middle School Education, and Deputy Headships.

Table listing various educational appointments such as Pastoral, Physical Education, Science, Technical Studies, and Secondary Education.

Table listing various educational appointments such as Mathematics, Modern Languages, Music, and Social Studies.

Table listing various educational appointments such as Colleges of Higher Education, Colleges of Education, Teachers' Centres, and Adult Education.

Table listing various educational appointments such as Youth and Community Service, Overseas Appointments, Administration, and School Health Service.

Appointments wanted

Table listing various educational appointments wanted, including Educational Courses, Awards and Scholarships, Personal Announcements, Exhibitions, and Entertainments.

Other classifications

Table listing other classifications such as For Sale and Wanted, Properties for Sale and Wanted, Typing and Duplicating, and Home Exchange Holidays.

Nursery Education

Headships

Text listing nursery education and headship opportunities in various regions like Durham, Devon, and Dorset.

Deputy Headships Senior Masters/Mistresses

Text listing deputy headship and senior master/mistress opportunities in Devon and Dorset.

Text listing headship opportunities in Devon and Dorset.

Other Appointments

Devon

Text listing other appointments in Devon.

Dorset

Text listing other appointments in Dorset.

Text listing other appointments in Devon and Dorset.

BUCKINGHAMSHIRE

NEWMAN JUNIOR SCHOOL

Text listing headship opportunity at Newman Junior School.

BUCKINGHAMSHIRE

Text listing headship opportunity at Buxton Hill County First School.

Text listing headship opportunity at Buxton Hill County First School.

BUCKINGHAMSHIRE

MILTON KEVIN'S DIVISION

Text listing headship opportunity at Milton Keynes Division.

BUCKINGHAMSHIRE

Text listing headship opportunity at Milton Keynes Division.

Text listing headship opportunity at Milton Keynes Division.

BUCKINGHAMSHIRE

MILTON KEVIN'S DIVISION

Text listing headship opportunity at Milton Keynes Division.

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BUCKINGHAMSHIRE

MILTON KEVIN'S DIVISION

Text listing headship opportunity at Milton Keynes Division.

BUCKINGHAMSHIRE

Text listing headship opportunity at Milton Keynes Division.

Text listing headship opportunity at Milton Keynes Division.

PRIMARY HEADSHIPS continued

Text listing primary headship opportunities in Kent.

Text listing primary headship opportunities in Northumberland.

Text listing primary headship opportunities in North Yorkshire.

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DEPUTY HEADSHIPS Senior Masters/Mistresses

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NORFOLK COUNTY COUNCIL Education Department HEADS required for (1) HAWDESWELL CP SCHOOL (Group 2) (2) BUXTON CP SCHOOL (Group 4)

NORFOLK COUNTY COUNCIL Education Department HEAD required for Colby C.P. School (Group 2) Further details and application forms can be obtained ONLY by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Norwich NR1 2DL.

St. Stephen's R.C. J.I. School (Group 4) Nineveh Road, Handsworth B21 9SY Applications are invited from suitably qualified and experienced Roman Catholic teachers for the post of Deputy Head at the above-named school.

BIRMINGHAM CITY COUNCIL Metropolitan Borough of Rochdale EDUCATION DEPARTMENT PRIMARY SCHOOLS Re-advertisement HOPWOOD COUNTY PRIMARY (S-11) Magdala Street, Heywood OL10 2HN Tel. Heywood 60494 Deputy Head, Group 5

ilea Inter London Education Authority For teaching posts in Inner London See pages 54 & 55 The charge for advertising in all classifications is 75p per line (minimum 3 lines). Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £82.65). A charge of £1 is made for Box Number facilities. Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates. Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to: The Advertisement Manager, The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8EZ, by Monday for the following Friday's issue.

headships Applications are invited from experienced and suitably qualified primary teachers for the headships of the following schools: Melbourn Junior School (Readvertisment) 207 children Group 4 Micklesover Junior School, Derby (Readvertisment) 280 children Group 5 Closing date 14th October. Application forms and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock. DERBYSHIRE County Council

NORFOLK COUNTY COUNCIL Education Department HEADS required for (1) Stratford Infant School (Group 4) (2) Bircham V.C.P. School (Group 1) (Vacancy No. 2 is a re-advertisement - previous applicants will be considered first.) Application forms and further details from County Education Officer, County Hall, Norwich, only on receipt of a stamped addressed foolscap envelope. DEPUTY HEADS required for (1) Edward Wortham Primary School, Gt. Yarmouth (Group 6) Application forms and further details from County Education Officer, County Hall, Norwich, only on receipt of a stamped addressed foolscap envelope. (2) St. George's Infant School, Gt. Yarmouth (Group 4) Application forms and further details from Area Education Officer, Gladstone House, St. Giles, Norwich, only on receipt of a stamped addressed foolscap envelope. Closing date for all vacancies: October 14. Removal expenses payable in accordance with the Authority's scheme.

DEPUTY HEADSHIPS Senior Masters/Mistresses Applications are invited from suitably qualified persons for the post of Deputy Head for the following schools: (1) HAWDESWELL CP SCHOOL (Group 2) (2) BUXTON CP SCHOOL (Group 4) Further details and application forms can be obtained ONLY by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Norwich NR1 2DL. Closing date for applications: October 17, 1977.

DEPUTY HEAD required for Colby C.P. School (Group 2) Further details and application forms can be obtained ONLY by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Norwich NR1 2DL. Closing date for applications: October 17, 1977.





# The Rules of Disorder

Pupils hold a number of theories about what are right and proper activities for themselves, their parents and their teachers. Where order is concerned, it appears that teachers are disrespected for not meeting out appropriate punishment when deserved (within the official theory), but also for not exercising discipline within the classroom. But what does this mean?

Apparently, this involves two aspects. First, it concerns creating just the right atmosphere in the classroom for learning to take place at all in a human way. As described in the following quote, the classical silent classroom is made redundant:

'Well, if you don't talk, well, it's just like a funeral. You just sat there, writing. You got to have a bit of fun, chatter, otherwise it makes school boring.'

A balance between freedom, natural behaviour and complete rigidity in the classroom was seen to be the ideal goal. As one of them said: 'You know, you want someone who's pretty strict but who'll let you feel a bit free.'

Unfortunately, in this respect our participants had little first-hand knowledge of teachers who provided such a balance.

Secondly, the instrumental aspect of order is valued so that people who want to can get on. As one of them said:

'The people that probably helped me fail my geography, they've left... well, they made a continual noise, stopped progress, you know. The teacher had to stop to quieten them down.'

Extract from *The Rules of Disorder* by Rom Harré, Peter Marsh and Elizabeth Rosser, to be published in November at £4.95.

Our non-academic pupils, however, were not too concerned about this aspect, but as will be seen from a later section, luck of order was a real problem for those people who wanted to get on and pass exams but were in mixed-ability groups.

So far we have been concerned with the expected actions of teachers in the classroom. But what of the Head? Instead of finding there a source of order which their theories would lead them to expect, they are shocked and insulted to find yet another example of lack of strength.

'Yes, Miss Brown. She caught me once when I was drunk in school. Oh, quite a long time ago. It must have been just before I left home in November. I'd been over the pub at dinner time. I'd bought two bottles of cider and I went down to my friend's house and I had two neat vodkas and two vodkas-and-limes and I got drunk. And in the first lesson nobody noticed and yet I was really noisy, and in the second lesson nobody noticed.'

Then in the third one I had Miss Brown. It was the last lesson of the day and I couldn't help it, but I come out with a big burp in the middle of the lesson and she goes:

'Pay, are you feeling all right?'

and I says, 'Yes Miss, of course I am', and then she goes to me when I did it again,

'PAY!'

and I goes, 'It's all right', I goes, 'Pardon me, Miss. I'll be all right in a minute', and then she goes, 'I'll let you off this time', and then I did it again—a really loud one, and she goes, 'Pay, you're going to have to go to the Headmistress', she goes... (At which point her friend in the interview interjects indignantly, 'All for burping!'). And she sent me down to the Headmistress and she says 'You've been drinking, haven't you? What have you been drinking?' I told

her and she goes, 'Where did you get it?' and I goes, 'From the off-licence'. I wouldn't tell her that I got it from my friend, half of it, anyway.

She said, 'Well, I hope you have a headache in the morning', that's all she said, and 'I'll have to tell your parents'. So she sent a letter home and my dad says,

'Yes, well, you'd better not do it any more'.

I said, 'All right, fair enough. And that was all of it.'

We might expect to find a source of order and sense of confidence in the home, but for these particular people this was just not so. Expectations had at one time run high, but a parallel case of offence by weakness emerged from the accounts of the home. We see the father who fails to meet his expected role as protector and confidant regarded as indifferent and uncaring: 'I don't like my dad very much. I sets on all right with him but I don't like him. He's not like a father as you'd sort of think of a father. Well, they're supposed to be protective, aren't they? He's not. He couldn't care less what I do as long as he knows where I am. I mean, you know. If I said I was going to an orgy he'd say, "Oh, all right, as long as I know where you are". He couldn't care less what I got up to. All he wants to know is where I'm going, (boyfriend).'

Gradually, through such experiences, those people find there is no official source of order in two of the social worlds they know best, school and home. As we are beginning to see, however, those people generate their own rules for ordering their lives, they do not just exist in the middle of chaos. The classroom gives us one example of this and as we will reveal, one of the places where some form of serious life can be lived is on the football terraces.

**Education and the Urban Crisis**  
EDITED BY FRANK FIELD  
*Director, Child Poverty Action Plan*  
£3.50, paper £1.75

**Schooling and Capitalism**  
*A Sociological Reader*  
EDITED BY ROGER DALE  
GEOFF ISLAND and MADELINE MACDONALD  
*The Open University*  
£3.75, paper £1.80  
*Open University Set Book*

**The Process of Schooling**  
*A Sociological Reader*  
EDITED BY MARTYN HAMMERSLEY and PETER WOODS  
*The Open University*  
£3.75, paper £1.80  
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**Language, Education and Social Processes in a Gaelic Community**  
KENNETH MACKINNON  
*Hatfield Polytechnic*  
Foreword by Professor Basil Bernstein  
£4.75

**Communication and Learning in Small Groups**  
DOUGLAS BARNES and FRANKIE TODD  
*University of Leeds, School of Education Leeds Polytechnic*  
paper £2.50

**Routledge & Kegan Paul**

## BACK TO THE BOOKS

A personal view by JOHN EGGLESTON  
*Professor of Education University of Keele*

Only a few years ago it seemed that the book as we knew it was doomed to an early death. Every futurologist was proclaiming that books would be eclipsed by 'non-print' or even 'non-book' materials. Schools were urged to switch their capital investment to language laboratories, closed circuit TV and audio visual resource collections. Teachers in the schools and students in the universities had awoken to the photocopying revolution and it appeared that, for most institutions, a single copy of any book would suffice. And as if this were not enough, there came the economic crisis which seemed to single out book production as a prime target. Book prices rocketed and publishers, faced with apparent oblivion, shed both staff and authors.

Yet as 1977 draws to a close the picture is remarkably different. Most long established publishers seem to have experienced a renaissance; new publishers abound; new books still appear with impressive frequency. What has gone wrong with the forecast?

One of the principal reasons is that we grossly underestimated the value of books particularly in two major areas. The first was in the under-valuation of the service books perform in helping people to organize study and thought. Books represent not only the collection but also the organization, classification, relating and analysis of information. For the user this offers a particularly attractive bonus of an intellectual and an administrative nature. If any reader is unsure of my meaning let him look through one of the less well kept resource collections of a contemporary secondary school. Whilst, thankfully, we have largely escaped from the strait-jacket of 'working to the text book' we are also, just in time, escaping from the abyss that accompanies the abandonment of the book.

The second area where the book seems to have been underestimated is in its use as a central means of communication. Books were seen as store cupboards rather than as dynamic instruments of intellectual and social change. Almost all the major educational issues of the past decade have been explored through books—the debate over standards, the case for reorganization, the concern over deprivation, the 'new sociology', deschooling and the radical alternatives. Arguments such as these convince me that the book has a secure long-term future both as a living support for the intellectual and social development of societies and as a life support for the intellectual and social development of their students.

### International Library of the Philosophy of Education

**Education and the Teachers**  
R. S. PETERS  
*Professor of Philosophy of Education, University of London Institute of Education*  
£4.95

**John Dewey Reconsidered**  
EDITED BY R. S. PETERS  
£4.50

NB New books in the series to be published during Autumn and Winter 1977 include *Experience and the Growth of Understanding* by D. W. Hamlyn and *Ethics and Educational Policy* edited by Kenneth A. Strike and Kieran Egan. John Wilson's *Philosophy and Practical Education* in the *Students Library of Education*.

**Routledge & Kegan Paul**

## The Essential Piaget

A tribute to the human need to know: the baby's delight in her first amazed discovery of her own hand, or that a parent comes when called, or that an object fallen from her grasp remains much the same when it is regained.

Piaget's whole scientific effort addresses itself to this human need to know. When he received the Distinguished Scientific Award from the American Psychological Association in 1969, the citation included this sentence: 'He has approached questions up to now exclusively philosophical in a resolutely empirical manner, and has made epistemology into a science separate from philosophy, but related to all the human sciences.'

Piaget's work, whether it be thought of as philosophy, biology, or psychology, is all directed at elaborating a theory of knowledge, of how the organism comes to know its world. Among possible theories, at one extreme is the

Kantian view that the infant is born with a set of innate or a priori ideas which constitutes the fundamental outlines of all knowledge.

At another extreme is the empiricist view that the infant is born with no innate ideas, and that all knowledge results from the accumulation of experience, so that knowledge is a direct copy of the reality with which each person is incessantly confronted. Experience in this sense, then, is sensory or perceptual. But experience can be thought of in several ways: Do we mean the direct perception of external reality, which tells us what the world out there is like? Or do we mean our actions upon the world, or better, our interactions with it? And in either case how is such knowledge affected by and incorporated into whatever knowledge has been previously acquired? These are the sorts of questions that Piaget's or indeed any theory of knowledge must confront.



Extract from the introduction to *The Essential Piaget* by Howard E. Gruber and J. Jacques Vonèche, the definitive collection of extracts from Piaget's work, 982 pp., to be published in November. Professor Hamlyn's *Experience and the Growth of Understanding*, to be published in November, price about £6.50, offers a systematic philosophical critique of Piaget's work.

## John Dewey

Dewey's account of the social control of the teacher exhibited the tendency towards uniformity. He tried to transcend the dichotomy between the "keeping Order" view of the traditional school and the self-imposed discipline advocated by the progressives. He compared children in a classroom to their participation in a game. Games involve rules and children do not feel that they are submitting to external imposition in obeying them. The control of the actions of the participating individuals is affected by the whole situation in which individuals are involved, in which they share and of which they are co-operative or interacting parts.

The teacher exercises authority in such a situation as the representative and agent of the interests of the group as a

whole. If he or she has to take firm action it is done on behalf of the interests of the group, not as an exhibition of personal power. In the traditional school the teacher had to "keep order" because order was in the teacher's keeping instead of residing in the shared work being done. In the new schools the main job of the teacher is to think and plan ahead so that knowledge of individuals may be married with knowledge of subject matter that will enable themselves to social organization. Thus "the teacher loses the position of external boss or dictator but takes on that of leader of group activities".

The above extract is from John Dewey Reconsidered. Edited by R. S. Peters, published in the International Library of the Philosophy of Education at £4.50.

## Coping with Failure

School is full of examples of people who hate literature because somebody tried to teach them the skill of appreciating it, or football because they couldn't catch on as quickly as their mates. The many children who can't read are also victims of the vicious spiral in which initial failure saps confidence which causes more failure which saps more confidence.

The point is that it is not necessarily damaging to be made to do, or learn, something—but it almost certainly is if you can't do it, as a result of inadequate intellectual or emotional preparation.

Failure inhibits you in two ways. It inhibits your ability to use the skill you've got, and it inhibits your ability to get better. You underachieve, and you are stuck underachieving.

This has practical implications for you as a teacher. Provided the vicious spiral hasn't started, being directive and applying pressure may do no harm, and may well be helpful. Whatever your ideology, it's true that, on things they feel OK about, children like being stretched. But once the failure-lack of confidence spiral starts, your pressure can only exacerbate it. You may have to change your tack, drop the pressure, and restore the child's confidence in his ability to learn. It is also important to see that the spiral often manifests itself in widely different symptoms. The girl who never says anything and won't look up from her desk, and the boy who riots—when he isn't truanting—may both be suffering from it, and adopting different ways of coping.

Extracts from *The Little Ed Book* by Guy Claxton to be published in February, paperback only, about £1.25.

## Soft Nees Hard Art

This is part of a child's collection gathered by Beryl Gilroy from her school of five to seven year olds.

Me mum tryd to give me dad some trip and oynons for his dinner. Me dad sed Yes Rosie we been maryd for 10 years and your dinas is always speshal and hot Me dad kiss her and he had some trip in his mouf.

I will never be a teenager when I grow up. I'll just be a man. Teenagers are too bad.

Me anty held a egg over the cup and it wen all dribbly just like or dog.

When Desman comes to sleep with my mum I ave to go in the bath in a bed wot my mum puts there. When I fall asleep its OK but I dont like Desman ho comes ever such a lot of nires to sleep and the rap drips.

From *Reading and Loving* by Leila Berg. £2.75, paperback £1.20.

## IQ and Creativity

In *Psychologists on Psychology* (£6.95) David Cohen conducts interviews with thirteen of the most important psychologists of today. In this extract Cohen talks with H. J. Eysenck.

'You have been one of the great popularisers of IQ. Do you feel that all the work done on creativity and divergent thinking requires you to modify your view of IQ as the only reliable measure of intellectual capacity?'

First, the work on creativity is very bad psychometrically. The division between convergent and divergent thinking was originally postulated by Woodworth, just after I was born, in fact. And then Spearman also postulated a factor of fitness that was measured by precisely the kind of divergent tests that are now becoming so popular. You show a picture of a tree and put a cross under it. Then you ask people to make a list of all the possible things that could be under it. Exactly the same sort of test is being used now to measure divergent ability. But you achieve the same kind of results by suggesting that it is a composite of intelligence and personality. Extroverts of equal intelligence as introverts will tend to give more suggestions because they're less afraid of making fools of themselves. The introverts tend to censor themselves. They have as many ideas but they tend to keep the bad ones to themselves. Further, the whole work on creativity is bad in two ways. In the first place, there is no criterion. No one takes really creative writers, mathematicians or scientists and compares them on these tests with uncreative ones. These tests are called 'creative' tests simply because the investigator chose to do so. And so it begs the whole question, of course. In the second place, and this is much more serious, the hypothesis that this is separate from intelligence is testable. If you take a number of these creativity tests and you correlate performances on them with performances on a number of IQ tests, it has been shown that the creativity tests do not correlate well with one another and that, in fact, there is more correlation between IQ and creativity tests than between the creativity tests themselves.

## Reading: Skill or Technique?

Many schools attach great importance to their choice of a graded reading scheme, and all modern reading schemes have coloured illustrations, and some of them a great diversity of supportive story books, class, group and individual didactic material and apparatus, including discs and filmstrips. Most of these reading schemes offer a teacher's manual which explains the aims of the scheme, the correct use of the material comprising it, and sometimes gives advice on the general philosophy of language development and the teaching of reading. Some schemes are constructed either as Look and Say or Phonic, whereas others claim to be useful to teachers using either method. I.e.a. is not a method at all, but a medium designed to be used for early stages of mechanical proficiency and then to be discarded. The writer believes that for most children a combination of both methods is likely to be effective—starting with look and say, and later building reliable phonic techniques which will make the children confident, independent readers, but that all the teaching

should be environmental and draw on individual interests. She further believes that the enthusiasm of the teacher, her ability to adapt her methods to the needs of individual children are important, and that most schools therefore need a variety of reading books to offer to the children and to some teachers (and hence schools) use no reading scheme, as such, at all. The reasons for choice must always be based on close observation of the pupil, and an attempt made to use natural means of learning. Even the alphabetic method will be used if it is helpful—success, achieved with enough pleasure to ensure future reading, is that matters. There is no right method of teaching reading—in fact, so children appear to need no 'teaching' at all, but these are the favoured for whom the environment is perfectly 'prepared' whether by intent or chance.

PAMELA MCKEOWN  
Extract from *Reading: A Basic Guide for Parents and Teachers* by Pamela McKewon. £3.95, paperback £1.60.

For Late Autumn Publication

**Autistic Children**  
*Teaching, Community and Research Approaches*  
EDITED BY BRIAN ROBERTS and BARBARA FURNEAUX  
£5.50

**Special School**  
TOM WAKEFIELD  
'his beliefs do not stem from some easy reach-me-down dogma but come from almost twenty years' work with educationally handicapped children.—Malcolm Dunn, *Guardian*  
paper £2.25

**Routledge & Kegan Paul**

**Reading and Loving**  
LEILA BERG  
£2.75, paper £1.20  
(See extract on page 3)

**Reading**  
*A basic guide for Parents and Teachers*  
PAMELA MCKEOWN  
£3.25, paper £1.80  
(See extract on this page)

**Children and Learning to Read**  
ELIZABETH J. GODDAGE  
*Students Library of Education*  
paper £1.05

**English in Primary Schools**  
GEOFFREY R. ROBERTS  
£2.50, paper £1.30

**Reading in Primary Schools**  
GEOFFREY R. ROBERTS  
*Students Library of Education*  
paper £1.25

**Reading and Remedial Reading**  
A. E. TANSLEY  
£3.50, paper £1.25

**Spelling Caught or Taught**  
MARGARET L. PETERS  
*Students Library of Education*  
£2.80, paper £1.80

**Routledge & Kegan Paul**

*Primary Socialisation, Language and Education Series.*

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BASIL BERNSTEIN  
Volume 1: *Theoretical Studies towards a Sociology of Language 2nd Edition*  
now in paperback £2.40, cloth £5.80  
Volume 2: *Applied Studies towards a Sociology of Language*  
£7.50 cloth  
Volume 3: *Towards a Theory of Educational Transmissions 2nd Edition*  
now in paperback Open University set book £1.95, cloth £4.25

**Code in Context**  
DIANA S. ADLAM  
*Thomas Polytechnic, London*  
£3.25

**Social Class, the Nominal Group and Verbal Strategies**  
PETER HAWKINS  
*Victoria University of Wellington, New Zealand*  
£7.50

**Routledge & Kegan Paul**









SECONDARY Modern Languages continued

ESSEX HAVINGHAM COMMUNITY SCHOOL

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BUCKINGHAMSHIRE Education Committee

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DEVON Education Committee

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WIRRAL Metropolitan Council

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MUSIC Department

SECONDARY Music continued

REDBRIDGE Education Committee

BUCKINGHAMSHIRE Education Committee

STAFFORDSHIRE Education Committee

Other Posts on Scale 2 and above

REDBRIDGE Education Committee

BUCKINGHAMSHIRE Education Committee

STAFFORDSHIRE Education Committee

Other Posts on Scale 1 Posts

BUCKINGHAMSHIRE Education Committee

STAFFORDSHIRE Education Committee

Other Posts on Scale 1 Posts

DEVON Education Committee

REDBRIDGE Education Committee

BUCKINGHAMSHIRE Education Committee

STAFFORDSHIRE Education Committee

Other Posts on Scale 2 and above

REDBRIDGE Education Committee

BUCKINGHAMSHIRE Education Committee

STAFFORDSHIRE Education Committee

Other Posts on Scale 1 Posts

BUCKINGHAMSHIRE Education Committee

STAFFORDSHIRE Education Committee

Other Posts on Scale 1 Posts

OXFORDSHIRE Education Committee

REDBRIDGE Education Committee

BUCKINGHAMSHIRE Education Committee

STAFFORDSHIRE Education Committee

Other Posts on Scale 2 and above

REDBRIDGE Education Committee

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Other Posts on Scale 1 Posts

BUCKINGHAMSHIRE Education Committee

STAFFORDSHIRE Education Committee

Other Posts on Scale 1 Posts

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Educational Appointments

Required for January, 1978. Apply by letter to the Head Teachers giving full curriculum vitae and two references. BROADWAY SCHOOL, Broadway, Barnsley. Teacher (Scale 3) to take charge of the Chemistry Department and to contribute to Science teaching throughout the school. OAKS SCHOOL, Cypress Road, Kendry, Barnsley. HEAD OF SCIENCE (Scale 3) with a particular interest in Chemistry. KIRK BALK SCHOOL, Hoyland, Barnsley. Teacher of German. BARNESLEY METROPOLITAN COUNCIL





CITY OF BIRMINGHAM Education Department

### COUNTY SECONDARY SCHOOLS SCALE 2 POSTS AND ABOVE

Unless otherwise stated, for all posts in this section, final applications, giving age, qualifications, experience and names of two referees, should be sent immediately, together with stamped addressed envelope to Head of School.

**Bradley Green Girls' School, Stonehouse Lane BS2 3AE**  
Scale 2, TEACHER LIBRARIAN, to teach ENGLISH throughout the school and be responsible for the organisation and running of the Library.

**Brandwood School, Sunderland Road, Kings Heath B14 6JQ**  
(Mixed 8-Form entry, 600 on roll)  
HEAD OF BOYS' P.E. Scale 3, required January 1978, to be responsible for all Physical Education for boys. School has a strong tradition of extra-curricular Games and other activities, including camping and canoeing. Present timetable 100 per cent P.E. but candidates should indicate second subject. Additional duties to the department envisaged next year, enabling the appointee to attend an academic subject—possibly in a developing 6th form.

**Harborne Hill School, Harborne Road B15 3JL**  
Required for January 1978, HEAD OF HOME ECONOMICS, Scale 3 C.B.E. and 'O' level ('A' level anticipated September, 1978).  
Closing date: 7th October.

**Lordswood Boys' School, Hagley Road B17 8BJ**  
700 boys, 11-18 years, 4 form entry.  
Required January 1978, teacher of MATHEMATICS, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.

**Perry Common School, Faulkners Farm Drive B23 7XP**  
HEAD OF DEPARTMENT, RELIGIOUS EDUCATION, Scale 3, A well-qualified and experienced graduate required, January for this important post in a well-established, purpose-built comprehensive school.

**Selly Park School, Parshore Road B29 7PL**  
650 girls, developing Sixth Form, 60 at present.  
CAREER TEACHER, Scale 2/3, according to experience, required January 1978. Preferred teaching area: Social Studies.

**Small Heath School and Community Centre, Silvertown Annex, Silvertown Road B26 3XA**  
Group 11 plus 898, 8 Form Entry Comprehensive, 11-18 mixed. No. on roll: 850.  
New Community School being purpose built premises in Musty Street and the former Tilks Girls' School.

**Washwood Heath School, Burney Lane B8 2AG**  
Required January 1978.  
(a) HEAD OF MODERN LANGUAGES DEPARTMENT, Scale 3, French and German well established throughout school, and teaching in specialist rooms. Previous applicants will be considered and need not reapply.  
(b) HEAD OF BOYS' PHYSICAL EDUCATION, Scale 3. Facilities are excellent and very high standards in P.E. and Games have been established. Previous applicants will be considered and need not reapply.

### VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 2 POSTS AND ABOVE

**Blispho Walsh R.C. School, Wyde Green Road, Sutton Coldfield B76 8QT**  
HEAD OF DEPARTMENT: MATHEMATICS, Scale 4, required for January. Experience in a secondary school and knowledge of courses established. Previous applicants will be considered. Applications to Corresponding Governor, o/o school.

**Cardinal Newman School, Poplar Avenue, Edgbaston B17 8ES**  
Mixed 8-Form Comprehensive School, 800 pupils.  
HEAD OF DEPARTMENT: SCIENCE, Scale 4, required for January. Experience in a secondary school and knowledge of courses established. Previous applicants will be considered. Applications to Corresponding Governor, o/o school.

### COUNTY SECONDARY SCHOOLS SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of School as soon as possible, together with the names of two referees and a stamped addressed envelope.

**Brandwood School, Sunderland Road, Kings Heath B14 6JQ**  
Mixed 8-Form entry, 600 on roll.  
Required from 9th October, temporary teacher of MUSIC to be responsible for subject throughout the school, which includes examination work at C.B.E. level. Some part-time help provided on permanent in the New Year.

**Midland Bedford School, Upper Holland Road, Sutton Coldfield B72 1RB**  
1,000 on roll, Sixth Form 100.  
Required January 1978, qualified teacher for TECHNICAL DRAWING AND ENGINEERING METALWORK, Department of Five Courses at C.B.E., G.C.E. 'O' Level and 'A' Level well established.

**Selly Park School, Parshore Road B29 7PL**  
REMEDIAL TEACHER required January 1978. Primarily first-year remedial teaching, but also some Mathematics with older groups.

**Sutton Coldfield Girls' School, Jockey Road, Sutton Coldfield B73 5PT**  
(600 pupils, 18 to 18 years)  
Required: January 1978 (or earlier if possible) well qualified teacher of FRENCH for work throughout the school, including 'O' and C.B.E. level. Some 6th Form work could be available.

### VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 1 POSTS

**St. George's C.E. School, Newtown B18 3JG**  
Required January 1978.  
A full-time teacher for GIRLS' PHYSICAL EDUCATION. Existing facilities and staff for work include activities, games, hockey, tennis, badminton, volleyball, table tennis, gymnastics and table tennis.

BIRMINGHAM CITY COUNCIL

### SECONDARY SCHOOLS continued

**ROTHERHAM**  
Applications are invited from suitably qualified persons for the post of **TEACHER OF SCIENCE** in the first year of the school. The post is full-time and involves teaching in a mixed sex comprehensive school. The school has a strong tradition of extra-curricular activities and sports. The successful applicant will be responsible for the organisation and running of the department. Applications should be sent to the Head of School, Rotherham School, Rotherham, Yorkshire, together with the names of two referees and a stamped addressed envelope.

**CITY OF SALFORD EDUCATION DEPARTMENT**  
**ORDALL HIGH SCHOOL**  
Scale 2, TEACHER OF SCIENCE, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.  
Required as soon as possible. Applications should be sent to the Head of School, Ordall High School, Salford, together with the names of two referees and a stamped addressed envelope.

**SHROPSHIRE EDUCATION COMMITTEE**  
**THE GROVE COMPREHENSIVE SCHOOL**  
Scale 2, TEACHER OF SCIENCE, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.  
Required as soon as possible. Applications should be sent to the Head of School, The Grove Comprehensive School, Shropshire, together with the names of two referees and a stamped addressed envelope.

**SUTTON**  
**LITTLE MANOR HIGH SCHOOL**  
Scale 2, TEACHER OF SCIENCE, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.  
Required as soon as possible. Applications should be sent to the Head of School, Little Manor High School, Sutton, together with the names of two referees and a stamped addressed envelope.

**BOROUGH OF TRAFFORD EDUCATION DEPARTMENT**  
**SALE GREEN GRAMMAR SCHOOL**  
Scale 2, TEACHER OF SCIENCE, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.  
Required as soon as possible. Applications should be sent to the Head of School, Sale Green Grammar School, Trafford, together with the names of two referees and a stamped addressed envelope.

**TRAFFORD**  
**WELLINGTON BOYS' SCHOOL**  
Scale 2, TEACHER OF SCIENCE, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.  
Required as soon as possible. Applications should be sent to the Head of School, Wellington Boys' School, Trafford, together with the names of two referees and a stamped addressed envelope.

**WAKEFIELD (CIVIC)**  
**WAKEFIELD BOYS' SCHOOL**  
Scale 2, TEACHER OF SCIENCE, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.  
Required as soon as possible. Applications should be sent to the Head of School, Wakefield Boys' School, Wakefield, together with the names of two referees and a stamped addressed envelope.

**WEST SUSSEX**  
**WORTHINGTON BOYS' SCHOOL**  
Scale 2, TEACHER OF SCIENCE, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.  
Required as soon as possible. Applications should be sent to the Head of School, Worthington Boys' School, West Sussex, together with the names of two referees and a stamped addressed envelope.

**WILTSHIRE**  
**WILTSHIRE BOYS' SCHOOL**  
Scale 2, TEACHER OF SCIENCE, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.  
Required as soon as possible. Applications should be sent to the Head of School, Wiltshire Boys' School, Wiltshire, together with the names of two referees and a stamped addressed envelope.

**WILTSHIRE**  
**WILTSHIRE GIRLS' SCHOOL**  
Scale 2, TEACHER OF SCIENCE, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.  
Required as soon as possible. Applications should be sent to the Head of School, Wiltshire Girls' School, Wiltshire, together with the names of two referees and a stamped addressed envelope.

**WILTSHIRE**  
**WILTSHIRE BOYS' SCHOOL**  
Scale 2, TEACHER OF SCIENCE, Scale 2, to teach throughout school to C.B.E., 'O' and 'A' level.  
Required as soon as possible. Applications should be sent to the Head of School, Wiltshire Boys' School, Wiltshire, together with the names of two referees and a stamped addressed envelope.

### County of Cleveland SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.  
**11-18 SCHOOL**  
**SCALE 1—ECONOMICS/GEOGRAPHY**  
**BRINKBURN SCHOOL** (Roll 1,540 approx.), Blackwell Road, Hartlepool, Cleveland TS25 8PF. Tel: Hartlepool 72309.  
Required for January 1978, a teacher for ECONOMICS/GEOGRAPHY. Ability to teach to both 'O' and 'A' level required.

**11-18 SCHOOLS**  
**SCALE 3—CAREERS**  
**ST. MICHAEL'S R.C. SCHOOL** (Roll 867 approx.), Dunstable Road, Middlesbrough, Cleveland TS6 4AL. (Tel: Middlesbrough 82301).  
Required for January 1978, a suitably qualified and experienced teacher who could combine subject teaching and responsibility for CAREERS.

**11-18 SCHOOLS**  
**SCALE 3—HEAD OF HOUSE**  
**HISTLER SCHOOL** (Roll 1,124 approx.), Hill Drive, Acklam, Middlesbrough, Cleveland TS6 7JY. (Tel: Middlesbrough 82801).  
Required for January 1978, a teacher to be responsible for a HOUSE. Ability to teach Mathematics an advantage.

**SCALE 3—HISTORY**  
**BRINKBURN SCHOOL** (Roll 1,540 approx.), Blackwell Road, Hartlepool, Cleveland TS25 8PF. (Tel: Hartlepool 72309).  
Required for January 1978, a suitably qualified and experienced teacher to be responsible for HISTORY. For a suitable applicant, some Sixth Form work could be available at the neighbouring Sixth Form College.

**SCALE 3—MODERN LANGUAGES**  
**OHMSBY SCHOOL** (Roll 624 approx.), Stockwith Lane, Middlesbrough, Cleveland TS8 9RG. (Tel: Easingwold 88948).  
Required for January 1978, an experienced teacher to be responsible for the teaching of MODERN LANGUAGES (French and Spanish) throughout the school. Applicants must be able to teach both languages up to 'O' level.  
Candidates must also be willing to teach physically handicapped pupils integrated into the school.

**SCALE 3—TECHNICAL STUDIES**  
**ST. MICHAEL'S R.C. SCHOOL** (Roll 867 approx.), Dunstable Road, Middlesbrough, Cleveland TS6 4AL. (Tel: Middlesbrough 82301).  
Required for January 1978, a suitably qualified and experienced teacher to be responsible for TECHNICAL STUDIES. The facilities for Technical Studies are good. There is a well established C.B.E. Mode 3 Design course and the possibility for developing 'O' level course.

**SCALE 2—ASSISTANT YEAR TUTOR**  
**BOYNTON SCHOOL** (Roll 1,109 approx.), Hill Drive, Acklam, Middlesbrough, Cleveland TS6 7JY. (Tel: Middlesbrough 82774).  
Required for January 1978, as a result of promotion, an ASSISTANT YEAR TUTOR to work initially in Lower School. Applicants should preferably, but not necessarily, be experienced teachers of Mathematics to C.B.E. 'O' level.

**SCALE 2—SLOW LEARNERS**  
**BARAH METCALPE SCHOOL** (Roll 884 approx.), Burns Road, Teasdale East, South Bank, Cleveland TS6 8AW. (Tel: Easingwold 86101).  
Required for January 1978, a teacher to organize and co-ordinate curriculum for slow-learning pupils.

**SCALE 1—ENGLISH**  
**GILLBROOK SCHOOL** (Roll 1,300 approx.), Normanby Road, South Bank, Cleveland TS6 9AG. (Tel: Easingwold 86201).  
Required for January 1978, a teacher for ENGLISH.

**SCALE 1—FRENCH**  
**WESTFIELDS SCHOOL** (Roll 1,120 approx.), Middlehead Lane, Redcar, Cleveland (Tel. Redcar 73811).  
Required for January 1978, a teacher for FRENCH. Ability to offer Spanish an advantage.

**SCALE 1—HOME ECONOMICS**  
**WARSBET SCHOOL** (Roll 1,188 approx.), Linden Road, Brotton, Redcar, Cleveland (Tel. Brotton 258).  
Required for January 1978, or as soon as possible, a teacher for HOME ECONOMICS.

**SCALE 1—MATHEMATICS**  
**BYDALES SCHOOL** (Roll 1,948 approx.), Marlborough Road, Middlesbrough, Cleveland (Tel. Redcar 2832).  
Required for January 1978, a teacher for MATHEMATICS to teach throughout the school. S.M.P. forms the basis for mathematical teaching at the school.

**SCALE 1—SCIENCE**  
**BARAH METCALPE SCHOOL** (Roll 884 approx.), Burns Road, Teasdale East, South Bank, Middlesbrough, Cleveland TS6 8AW. (Tel. Easingwold 86101).  
Required for January 1978, a teacher able to teach BIOLOGY and PHYSICS to 'O' level.

# LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated—  
Closing date is fourteen days after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, application by letter should be made to the headteacher of the school concerned, giving full details and the names of two referees.

Applications requiring acknowledgement and requests for forms and details should be accompanied by a stamped, addressed envelope. The post reference number should be quoted on all correspondence.

**SPECIAL SCHOOLS**  
**DEPUTY HEADSHIP (GROUP 5(S))**  
N.E.576 MEANWOOD PARK HOSPITAL E.S.N.(S) (No. on roll: 113 to 19 years)  
Required for January 1978, a teacher with a interest in games to work within the junior age range, possibly in the first instance in full-time responsibility for a wider junior class. Applicants are asked to state any relevant special interests.

**SCALE 1 POSTS**  
E.656 HIRON PRIMARY SCHOOL (No. on roll: 418; 15 to 9 + 70 in Nursery)  
Heron Walk, Leeds LS11 3W. Telephone: Leeds 659662  
Headteacher: Mr. G. P. Horner  
Required for January 1978, Deputy Headship with teacher and experience in the field of extra-curricular work, and a willingness to cooperate with other teachers in the reception area. The ability to play the role of teacher will be advantageous. Please state any special teaching interests.

**SENIOR MASTER/MISTRESS (GROUP 7(S))**  
N.E.477 ELMETTE HALL SCHOOL (No. on roll: 113; 2-16 year) Elmest Lane, Leeds LS21 2JL. Telephone: Leeds 656669  
Headteacher: Mrs. M. M. Harwood  
Required for January 1978, Second Master/Mistress. Ability to organize the overall language and special development of the children in this school and an interest in the C.S.E. curriculum an advantage. The post could be residential if required. Further details available from the Director of Education.

**SECOND MASTER/MISTRESS POST**  
W.649 STANNINGLEY SCHOOL (E.S.N.(S) No. on roll: 117; 4 to 18 years)  
Town Street, Stanningley, Leeds LS28 6HL. Telephone: Leeds 574537  
Headteacher: Mr. W. B. Woodman  
Applications are invited from teachers with appropriate training and experience for the post of Second Master/Mistress (Deputy Headteacher Scale Group 7(S)) at this E.S.N.(S) Special School. It is expected that the successful candidate will have held a position of responsibility in January 1978. Further details about the school/post are available from the Education Department.

**SCALE 3(S) POST**  
W.650 STANNINGLEY SCHOOL (E.S.N.(S) No. on roll: 117; 4 to 18 years)  
Town Street, Stanningley, Leeds LS28 6HL. Telephone: Leeds 574537  
Headteacher: Mr. W. B. Woodman  
Required for January 1978, teacher to take charge of a newly formed department of children with special needs. This department is staffed by teachers and assistants to give a one-to-one relationship. It is expected that the person appointed will have relevant experience and training. Further details about the school are available from the Education Department.

**SCALE 2 POST**  
N.E.678 MEANWOOD PARK HOSPITAL E.S.N.(S) SCHOOL (No. on roll: 613; 19 years)  
Tongue Lane, Leeds LS6 4QD. Telephone: Leeds 731577  
Headteacher: Mrs. M. M. Harwood  
Required for January 1978, teacher with specialist training and experience in the post of Deputy Headteacher (Group 5). Further details available from the Education Department.

**TEMPORARY SCALE 1 POST**  
E.681 CARDINAL SQUARE E.S.N. (H) SCHOOL (No. on roll: 104; 8 to 12 years)  
Cardinal Square, Leeds LS11 8SH. Telephone: Leeds 705330  
Headteacher: Mr. C. W. Gardiner  
Required for the period 1st November, 1977, to 31st August, 1978, a temporary teacher to work with a group of children aged 8 to 9 years. Primary or Special School experience will be an advantage.

**PRIMARY SCHOOLS**  
**HEADSHIP**  
E.658 BURNWOOD PRIMARY SCHOOL (No. on roll: 322; 15 to 9 + 72 in Nursery)  
Kirkstall Avenue, Leeds LS14 6QB. Telephone: Leeds 648232  
Acting Headteacher: Mr. K. Hill  
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 7 school, transferable from January 1978, following the retirement of Mr. J. W. Harwood. The school, which is designated as a special school, serves an area of pupils found in Central, Westwood, and has a recently built Nursery Unit attached.

**DEPUTY HEADSHIP**  
W.651 ARMLEY PRIMARY SCHOOL (No. on roll: 135; 5 to 9 years)  
Armley Road, Leeds LS12 2LY. Telephone: Leeds 632426  
Headteacher: Mr. D. Wild  
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Headteacher (Group 4). Further details about the school/post are available from the Education Department.

**SCALE 2 POSTS**  
N.W.469 RAWDON LITTLEMOOR PRIMARY SCHOOL (No. on roll: 258; 5 to 11 years)  
Rawdon Lane, Leeds LS19 6JW. Telephone: Leeds 502270  
Headteacher: Mr. J. A. Bades  
Required for January 1978, experienced and enthusiastic junior teacher to take over due to a retirement, the responsibility for all year 5 and 6 classes in the school. The ability to assist with the co-ordination and development of MATHEMATICS and SCIENCE in the school will be an important consideration. This post could provide invaluable additional experience for the right applicant.

**SCALE 1—HOME ECONOMICS**  
E.682 COTTINGLEY PRIMARY SCHOOL (No. on roll: 120 + 45 in Nursery) 1 to 9 years  
Dunbarrow Lane, Leeds LS11 0JU. Telephone: Leeds 716666  
Headteacher: Mrs. L. Wilson  
Required, as soon as possible, an experienced Nursery Teacher to take charge of the Nursery Class. This is a re-adaptation and previous applicant need not re-apply.

**SECOND MASTER/MISTRESS (GROUP II)**  
E.683 CROMS GREEN C.O.D. (No. on roll: 1,100; 13 to 18 years)  
1,000 Green Lane, Leeds LS9 0BB. Telephone: Leeds 491501  
Headteacher: Mr. O. Smith, B.A.  
Required for January 1978, SECOND MASTER/MISTRESS in this mixed purpose-built comprehensive school (Group II) all-boys. Candidates should preferably have experience as head of school/department in a comprehensive school. Further particulars are available from the headteacher.

**SCALE 4 POSTS**  
N.W.573 AIRBOROUGH GRAMMAR SCHOOL (No. on roll: 1,130 07B in Sixth Form; 11 to 18 years)  
New Road, Yeadon, Leeds LS19 7HP. Telephone: Leeds 503977  
Headteacher: Mr. J. W. Horn, M.A.  
Required for January 1978, experienced graduate to lead with vigor and imagination the FACULTY OF ENGLISH AND DRAMA. The school became comprehensive in 1974 and has its first non-selective entry has now reached the Fourth Year. All pupils work towards the TWENTY EIGHTH CENTURY exam in English Language at 16 +. Some 70 pupils are studying 'A' level English and appropriate units for the introduction of new courses in the Sixth Form. There is a newly built Drama Studio, excellent Library facilities and close co-operation with the Remedial Department.

**SCALE 4 POST**  
E.686 JOHN SKEATON HIGH SCHOOL (No. on roll: 1,089; 13 to 18 years)  
Hollis Road, Leeds LS15 8TA. Telephone: Leeds 641251  
Headteacher: Mr. T. G. B. Howe, M.C.  
Required for January 1978, Foundation Year Tutor to lead a team of 12 group tutors and assume personal responsibility for a year group of 120 pupils. Interest in working closely with other Practical subjects. Curriculum vitae and references to headteacher. (Re-advertisement).

**SCALE 3 POST**  
N.W.674 PRINCE HENRY'S GRAMMAR SCHOOL (No. on roll: 1,250 + 12 to 18 years)  
Cutsy Lane, Leeds LS21 2EB. Telephone: Leeds 781234  
Headteacher: Mr. N. H. Bondfield  
Applications invited from teachers of considerable experience and high standards. Candidates should have held a position of responsibility in a secondary school, preferably in a specialist area. Further details available from the Education Department.

**TEMPORARY POST SCALE 1**  
N.E.660 BOSTON SPA JUNIOR SCHOOL (No. on roll: 280; 7 to 11 years)  
Primrose Lane, Boston Spa, Wetherby. Telephone: 930 842667  
Headteacher: Mr. J. Gillies  
Required as soon as possible a teacher of Lower Juniors (7 to 8 years). The post is temporary for this academic year.

**MIDDLE SCHOOLS**  
**HEADSHIP**  
W.663 BRANLEY C. E. (CONTROLLED) MIDDLE SCHOOL (No. on roll: 680; 9 to 12 years)  
Hough Lane, Leeds LS13 3NE  
Headteacher: Mr. F. K. L. Jones  
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this five form-entry Middle School. The school is in Group 8 for entry purposes. The post is tenable from 1st January 1978, on the retirement of the present headteacher. Further details are available from the Educational Department.

**DEPUTY HEADSHIP (GROUP 5)**  
N.W.670 THE WHARTONS MIDDLE SCHOOL (No. on roll: 244; 8 to 12 years)  
The Whartons, Otley, Leeds LS21 2BS. Telephone: 981 51728  
Headteacher: Mrs. S. A. Seathard  
Required for January 1978, DEPUTY HEADTEACHER (Group 5). Applications are invited from experienced teachers willing to take a full and active part in the work of this semi-open, purpose-built middle school.

**SCALE 1 POSTS**  
W.680 INTAKE HIGH SCHOOL (No. on roll: 646; 13 to 18 years)  
Chelverley Lane, Leeds LS13 1AJ. Telephone: Leeds 564881  
Headteacher: Mr. C. W. Gardiner  
Required for January 1978, teacher of FRENCH throughout the school to 'O' level and C.B.E.

**SCALE 3 POST**  
N.W.671 ROYAL PARK MIDDLE SCHOOL (No. on roll: 466; 9 to 13 years)  
Queen's Road, Leeds LS16 1JY. Telephone: Leeds 756123  
Headteacher: Mr. D. Thornton  
Required for January 1978, HEAD OF ENGLISH DEPARTMENT. Work involves preparation for an already well established department and liaison closely with the Remedial Department. Ability to teach Humanities would be an advantage. S.P.A. Allowance.

**TEMPORARY POSTS (SCALE 1)**  
E.679 PARKLANDS HIGH SCHOOL (No. on roll: 710; 13 to 18 years)  
South Parkway, Leeds LS16 6GB. Telephone: Leeds 6061745  
Headteacher: Mrs. S. M. Wood, M.A.  
Required for January 1978, a teacher for the teaching of Biology and Human Biology to C.B.E. and 'O' level in the main school and in the Special Unit. Vacancy arises due to absence of teacher for maternity reasons.

**DEPUTY HEADSHIP**  
W.683 INTAKE HIGH SCHOOL (No. on roll: 678; 13 to 18 years)  
Chelverley Lane, Leeds LS13 1AJ. Telephone: Leeds 564881  
Headteacher: Mr. C. W. Gardiner  
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADTEACHER (Group 5). The post will involve assisting the Headmaster with the organization and development of the school's organization. The post is tenable from 1st January 1978. Further details about the school/post are available from the Educational Department.

**SENIOR TEACHER SCALE 1**  
N.W.647 MOOR GRANGE HIGH SCHOOL (No. on roll: 533; 9 to 13 years)  
Parkfields Avenue, Leeds LS16 6EW. Telephone: Leeds 797800  
Headteacher: Mr. T. L. Matthews, M.A.  
Required for January 1978, experienced graduate teacher to be HEAD OF LOWER SCHOOL. The present holder of the post has been appointed Deputy Head at a larger High School. The successful applicant will be concerned with liaison with the surrounding Middle Schools, the placing of pupils in a appropriate groups and courses, and the personal care of about 280 boys. The school co-operates with a neighbouring special school in certain limited Fourth, Fifth and Sixth Form courses.



# filea

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

**Inner London Area Payment (£202 per annum)** in addition to the appropriate Barnham salary scale.

**Household removal expenses** may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £100) and a grant towards the costs of obligatory expenditure such as changes of electric or gas services, fitted carpets or curtains etc. subject to purchase of the house within six months of taking up an appointment. In addition, a special allowance may be paid if a family has to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.

The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.

Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

## SECONDARY SCHOOLS

**Headships**

Please see separate Headship Diary advertisement for Lewisham School and Trinity House School.

**ART**

**Head of Department**  
DARTMOUTH SCHOOL  
Dartmouth Road, Devon  
Tel: 01323 82111

**ENGLISH AS A FOREIGN LANGUAGE**

**Post of Responsibility**  
DARTMOUTH SCHOOL  
Dartmouth Road, Devon  
Tel: 01323 82111

**Head of Department**  
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**ST AUGUSTINE'S SCHOOL**  
St Augustine's School, St Augustine's Road, London, SW16 1JQ  
Tel: 01-875 4511

**ANCHORAGE SCHOOL**  
Anchorage School, Anchorage Road, London, SW18 2JL  
Tel: 01-875 4511

**Scale 1 Posts**  
ANCHORAGE SCHOOL  
Anchorage Road, London, SW18 2JL  
Tel: 01-875 4511

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Tilly Hill, Bury, Lancs. SK20 2JL  
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**SECONDARY Technical Studies continued**

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Kingston upon Thames, Surrey  
Tel: 01-893 5000

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**OTHER POSTS**

**Post of Responsibility**  
TILLY HILL SCHOOL, Bury  
Tilly Hill, Bury, Lancs. SK20 2JL  
Tel: 01-254 4611

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Tilly Hill, Bury, Lancs. SK20 2JL  
Tel: 01-254 4611

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Tel: 01-254 4611

**TECHNICAL STUDIES**

**Head of Department**  
DARTMOUTH SCHOOL  
Dartmouth Road, Devon  
Tel: 01323 82111

**Head of Department**  
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**Head of Department**  
DARTMOUTH SCHOOL  
Dartmouth Road, Devon







UNIVERSITIES Appointments continued

UNIVERSITY APPOINTMENTS are also advertised in THE TIMES HIGHER EDUCATION SUPPLEMENT

The following are the appointments for the year 1977-78. For further information or to apply for any of these appointments, please contact the relevant department.

Fellowships Studentships and Research Awards

NEWCASTLE Upon Tyne UNIVERSITY OF SCHOOLS FELLOWSHIP Applications for the Schools Fellowship for the academic year 1977-78 are invited from teachers in secondary schools.

Colleges of Higher Education

DESKY COLLEGE OF EDUCATION, 100, BROAD STREET, LONDON EC2M 2JN. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

SOUTH GLAMORGAN COLLEGE OF EDUCATION, 100, BROAD STREET, LONDON EC2M 2JN. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

SOUTH LONDON COLLEGE OF EDUCATION, 100, BROAD STREET, LONDON EC2M 2JN. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

Colleges of Education

DESKY COLLEGE OF EDUCATION, 100, BROAD STREET, LONDON EC2M 2JN. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

Teachers' Centres

LONDON, N.W.6 NATIONAL COMMITTEE FOR ADULT VISUAL AIDS IN EDUCATION. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

Adult Education

BIRMINGHAM ADULT COMMUNITY YOUTH AND COMMUNITY SERVICES. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

Devon

DEVON ADULT EDUCATION CENTRE. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

Somerset

SOMERSET ADULT EDUCATION CENTRE. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

Wiltshire

WILTSHIRE ADULT EDUCATION CENTRE. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

Wolverhampton

WOLVERHAMPTON ADULT EDUCATION CENTRE. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

Community Homes and Associated Institutions

CAMBRIDGE COMMUNITY HOMES. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

Hammersmith

HAMMERSMITH ADULT EDUCATION CENTRE. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

LIVERPOOL COLLEGE OF EDUCATION. Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

City of Manchester Education Committee

CE/10 LECTURER GRADE 1 - HANDICRAFTS (WOOD, METAL AND ALLIED SUBJECTS) Salary: £5,915-6,480

ST. CHRISTOPHER'S COMMUNITY HOME WITH EDUCATION

ASSISTANT PRINCIPAL (Education) £5,256-£6,288

JORDANHILL COLLEGE OF EDUCATION / GLASGOW

TUTOR IN THE DEPARTMENT OF YOUTH & COMMUNITY SERVICE

St John's Community Home School

Teacher of general subjects. Salary Burnham 1 + £312 + Phase II (max £189) supplements + addition to scale £684 + extraneous duties payment £879.

Technical Education Adviser

£9,320-£10,470. The Ministry's Middle East Development Division based at Amman, is a multi-disciplinary team of professionals concerned with the operation and appraisal of UK aid programmes in the Middle East region.

Department of Health and Social Security

Applications are invited for the following posts: Lecturer in Education, Lecturer in Business Studies, Lecturer in Administration.

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Assessment Centres

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Department of Health and Social Security

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Senior Appointments Youth Treatment Centres. The long term care, control and treatment of some of the most severely disturbed young people is currently undertaken at the St Charles Youth Treatment Centre, at Brentwood, Essex, which aims to combine some of the treatment possibilities of a residential home, a school and a hospital, and has a multi-disciplinary staff of residential care workers, teachers and nurses supported by specialist consultants. A similar home, the Glenhome Centre at Erdington, Birmingham, is due to open by the end of the year.

JORDANHILL COLLEGE OF EDUCATION / GLASGOW. The Governors invite applications for the post of TUTOR IN THE DEPARTMENT OF YOUTH & COMMUNITY SERVICE. The successful applicant will be required to assist in the general development of the department's work. Preference will be given to applicants who hold a professional qualification in Youth and Community work together with appropriate full-time practical experience.

St John's Community Home School. Teacher of general subjects. Salary Burnham 1 + £312 + Phase II (max £189) supplements + addition to scale £684 + extraneous duties payment £879. Would you like to join a team of successful teachers and assist them in educating 85 adolescent boys and girls who have Social and Educational handicaps?

Technical Education Adviser. £9,320-£10,470. The Ministry's Middle East Development Division based at Amman, is a multi-disciplinary team of professionals concerned with the operation and appraisal of UK aid programmes in the Middle East region. Within this Division, the Technical Education Adviser has specific responsibility for advising on all aspects of technical education and industrial training, and for helping Middle East Governments to develop systems that meet their skilled manpower requirements and make optimum use of British expertise.

OVERSEAS DEVELOPMENT. KNOW-HOW: vital to developing countries. Botswana. Secondary Teacher Home Economics. To teach up to Cambridge Overseas School Certificate ("O" level), and contribute fully to extra curricular activities eg Debating, Drama Clubs, Sports, etc. Undertake boarding duties as required. Applicants up to age 55, should have Degree with English as major subject and post-graduate education certificate. Specialist qualification in teaching English as second language also desirable.

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YOUTH AND COMMUNITY SERVICE continued

CARDIFF... Applications invited from...

DORSET COUNTY YOUTH SERVICE

Applications invited from...

County of Cleveland SOCIAL SERVICES DEPARTMENT Temporary Community Worker

Deputy Director Curriculum Development Centre Canberra, Australia \$A24,252 p.a.

The Centre... The Deputy Director... Applications are invited from...

Qualifications and Experience

Interested persons should have...

LONDON L.L.C.A. Housing Unit

There is a large social housing project...

LANCASHIRE EDUCATION COMMITTEE

Applications invited from...

LONDON N.J. HORNBEY V.M.C.A.

Applications invited from...

LONDON S.E.13

Applications invited from...

NEWCASTLE upon Tyne

Applications invited from...

OXFORDSHIRE COUNTY COUNCIL

Applications invited from...

OXFORDSHIRE COUNTY COUNCIL

Applications invited from...

OXFORDSHIRE COUNTY COUNCIL

Applications invited from...

ROTHESHAM

Applications invited from...

STAFFORDSHIRE COUNTY COUNCIL

Applications invited from...

STAFFORDSHIRE COUNTY COUNCIL

Applications invited from...

STAFFORDSHIRE COUNTY COUNCIL

Applications invited from...

SALOP COUNTY COUNCIL

Applications invited from...

WEST SUSSEX

Applications invited from...

WEST SUSSEX

Applications invited from...

WEST SUSSEX

Applications invited from...

YOUTH AND COMMUNITY SERVICE continued

Applications invited from...

YOUTH AND COMMUNITY SERVICE continued

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YOUTH AND COMMUNITY SERVICE continued

Applications invited from...

YOUTH AND COMMUNITY SERVICE continued

Applications invited from...

YOUTH AND COMMUNITY SERVICE continued

Applications invited from...

YOUTH AND COMMUNITY SERVICE continued

Applications invited from...

MALAWI POLYTECHNIC UNIVERSITY OF MALAWI

A constituent College of the University of Malawi...

SENIOR LECTURER/HEAD OF DEPARTMENT IN ENGLISH AND LIBERAL STUDIES

SENIOR LECTURER/LECTURER IN TECHNICAL TEACHER TRAINING

LECTURER IN MECHANICAL ENGINEERING

LECTURER IN CHEMISTRY

Applications invited from...

ENGLISH AND GEOGRAPHY TEACHER

TEACHERS OF ENGLISH

ADVERTISING COPY WRITER

AFRICA

WORKINGMAN

SPORTS CENTRE MANAGEMENT

Applications invited from...

Applications invited from...

Applications invited from...

OVERSEAS TEACHING POSTS THE BRITISH COUNCIL

OVERSEAS TEACHING POSTS

TEACHER TRAINERS IN EFL (EGYPT) In-service Training Department...

LECTURERS IN TECHNICAL SUBJECTS (NIGERIA) Heads of Department, Senior Lecturers...

ASSISTANT DIRECTOR OF STUDIES (ESP) (IRAN) 2 Senior Instructors (ESP) British Council Teaching Centre...

TEACHER TRAINER (PORTUGAL) British Council Institute, Lisbon To be responsible for in-service training...

LECTURER IN TEFL (IRAN) British Council Teaching Centre, Isfahan Duties include some or all of following...

LECTURER IN TEFL (SUDAN) Sudan English Language Teaching Institute, Khartoum To develop and teach major portions...

HEAD OF GEOGRAPHY DEPARTMENT (PERU) Markham College, Lima An independent day school of approximately 1,000 boys...

GCE TEACHERS (OMAN) Teacher of Physics, teacher of chemistry and teacher of Biology...

ADVISER IN ESP (EGYPT) University of Alexandria To teach and prepare materials for MA in Language Studies...



مركز تطوير المناهج



RIO DE JANEIRO

The Sociedade Brasileira de Cultura Inglesa requires for a March, 1978, up to 10 teachers of English as a Foreign Language for its branches in Rio (one vacancy Brasília). Candidates, under 45, single or childless married couples, should be graduates/qualified teachers, preferably with TEFL qualification and experience Cambridge Examinations. Minimum 2 years relevant experience. Salary: £6,000-£7,100 (to be revised 1 April) Benefits: Medical Scheme, outfit allowance, fares, 2 years contract renewable with p.p. leave.

Application Forms and Details from—Casa do Brasil (Rio Cultura), 49 Lancaster Gate, London, W.2, to be returned by 14th October. Interviews London early January.

OVERSEAS Appointments continued

ARGENTINA

For a short-term teaching position in Buenos Aires, the Argentine Ministry of Education is seeking a qualified teacher for the English language. The position is for a period of 6 months, starting in January 1978. The successful candidate will be responsible for teaching English to secondary school pupils. Salary: £5,000 p.a. plus allowances. Applications should be sent to the British Consulate in Buenos Aires.

WEST GERMANY

Language Institute in West Germany seeks a qualified teacher for the English language. The position is for a period of 1 year, starting in September 1977. The successful candidate will be responsible for teaching English to adult learners. Salary: £6,000 p.a. plus allowances. Applications should be sent to the British Consulate in West Germany.

INDIA

Headmaster required for a small school for children in the city of New Delhi. The school is for boys and girls aged 5 to 14. The headmaster will be responsible for the overall management of the school. Salary: £8,000 p.a. plus allowances. Applications should be sent to the British Consulate in New Delhi.

PAPUA NEW GUINEA

Primary School Headmaster required for a primary school in Port Moresby. The school has 100 pupils. The headmaster will be responsible for the overall management of the school. Salary: £7,000 p.a. plus allowances. Applications should be sent to the British Consulate in Port Moresby.

GERMANY

E.P.L. Teacher wanted. Good German speaker. One year. Salary: £6,000 p.a. plus allowances. Applications should be sent to the British Consulate in Germany.

URUGUAY

E.P.L. Teacher wanted. Good Spanish speaker. One year. Salary: £6,000 p.a. plus allowances. Applications should be sent to the British Consulate in Uruguay.

ITALY

Teacher wanted for English language. One year. Salary: £6,000 p.a. plus allowances. Applications should be sent to the British Consulate in Italy.

ADMINISTRATION

Local Education Authority. Various posts available. Applications should be sent to the relevant Local Education Authority.

DEVON COUNTY COUNCIL

Advisory Teacher for Drama. Salary: £6,000 p.a. plus allowances. Applications should be sent to the Devon County Council.

DEVON COUNTY COUNCIL

Assistant Manager. Salary: £8,000 p.a. plus allowances. Applications should be sent to the Devon County Council.

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GENERAL SYNOD BOARD OF EDUCATION

TRAINING OFFICER

This post will become vacant on 1st January, 1978. The officer appointed to the Board staff will be required to have competence and experience in human relations training, especially in the areas of group process, organization development and the design of educational events. He/she will be expected to contribute to the whole range of the Board's work.

Full details, and application form from the Secretary to the General Secretary, Board of Education, Church House, Dean's Yard, Westminster, London SW1P 3NZ. Telephone No. 01-222 9011.

CENTRE FOR INFORMATION AND ADVICE ON EDUCATIONAL DISADVANTAGE

The Centre is an independent organization to promote good practice in the education of the individually disadvantaged at all stages, taking into account the different needs of disadvantaged minority groups. A small team of field officers covers England and Wales collecting information and passing on successful ways of teaching. The Centre brings people together for courses and conferences to exchange ideas and among its regular publications are a newsletter and a broadsheet. It is under the independent control of its own Governing Body and is at present financed by the Department of Education and Science.

A DIRECTOR

It is now required to succeed Mr O. D. Roberts, MBE, at the termination of his secondment on 1 April 1978. Applications are invited from candidates with wide practical experience in the education of the disadvantaged to lead the established team and to advise the Governing Body on the further development of the work.

MADELEY COURT CENTRE TELFORD SALOP

DEPUTY MANAGER AND SECRETARY OF THE COURT ASSOCIATION

Grade: SO1 + £500 = £4,739 - £5,345 Plus Phase 1 and 2 Supplements

The Court Centre is a major recreational establishment including sports hall, gymnasium, swimming bath, table tennis, billiards, bar, social hall and bar facilities. It shares a site with an expanding community school.

Applicants should have experience in recreational management and should be appropriately qualified. Full details and application forms from L. G. Redman, M.A., Secretary to the Telford Trust, PO Box 211, Malinswale House, Telford, Salop. Closing date: 12 October, 1977.

General

ASSOCIATION SECRETARY

A Secretary is required for the HERTFORDSHIRE COUNTY COUNCIL. The successful candidate will be responsible for the overall management of the Association. Salary: £8,000 p.a. plus allowances. Applications should be sent to the relevant Local Education Authority.

REDFORD HEADMASTER'S SECRETARY

A Headmaster's Secretary is required for a primary school in Redford. The successful candidate will be responsible for the overall management of the school. Salary: £6,000 p.a. plus allowances. Applications should be sent to the relevant Local Education Authority.

HOUNSLOW LEADERSHIP OFFICER

A Leadership Officer is required for a primary school in Hounslow. The successful candidate will be responsible for the overall management of the school. Salary: £8,000 p.a. plus allowances. Applications should be sent to the relevant Local Education Authority.

KIRKLEES DISTRICT COUNCIL

Assistant Manager. Salary: £8,000 p.a. plus allowances. Applications should be sent to the relevant Local Education Authority.

DEVON COUNTY COUNCIL

Assistant Manager. Salary: £8,000 p.a. plus allowances. Applications should be sent to the relevant Local Education Authority.

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Ashbrittle Limited International Recruitment Consultants

TEACHER

Up to £14,500 p.a. After Tax Primary level—Middle East

- A major Dutch company operating in the Middle East requires a fully qualified teacher to educate European children at Primary level in both classrooms and individual tuition. The position offered would suit a married person who preferably has overseas experience. Subjects to be taught include English, Mathematics, History, Geography and Biology. An attractive package will be offered including free married accommodation, air tickets and other allowances. For a preliminary discussion please telephone R. J. Unger or write in absolute confidence to the address below.

Ashbrittle Limited, Deneway House, Park Lane, Peters-Borloughs, 1st Floor, Park Lane, London W1A 2JL. Tel: 01-262 3333.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

Senior Research Officer / Research Officer

Applications should be sent to the relevant Local Education Authority.

PGL YOUNG ADVENTURE

Applications should be sent to the relevant Local Education Authority.

WEST SUSSEX COUNTY COUNCIL

Applications should be sent to the relevant Local Education Authority.

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REQUIREMENT for an experienced primary school teacher

**Leicestershire**  
**ASSISTANT  
 EDUCATION OFFICER**  
 (BUILDINGS)  
 PO2 (1-8) £5,889-£6,584 + £220 Supplements

To be responsible to the Assistant Director of Education (Development Buildings) for the implementation of the Authority's Capital Buildings Programme and administration and staffing of Development Buildings branch of the Education Department.

Sound administrative experience and thorough knowledge of local government procedures are essential. Assistance with removal expenses, legal and mortgage fees in approved cases. Further details on receipt of s.a.e.

Apply, no forms, with names and addresses of two referees to Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 11th October.

**COUNCIL FOR NATIONAL ACADEMIC AWARDS**  
**EXECUTIVE OFFICERS**

The Council has vacancies for two Executive Officers, one in the Membership Section and one in Registrations.

Experience of similar functions in an educational or professional environment would be an advantage.

Offices conveniently situated near King's Cross and St. Pancras stations; benefits include season ticket loans; luncheon vouchers; 24 days annual leave.

The salary on appointment will be within the scale £3,852-£4,290.

Job descriptions are available from: K. R. Booth, Assistant Secretary, Council for National Academic Awards, 344/354 Gray's Inn Road, London WC1X 8BP, to whom applications giving details of qualifications and experience and mentioning the names of two referees should be submitted by 14 October, 1977.

**NATIONAL CHILDREN'S BUREAU**  
**SENIOR INFORMATION OFFICER**  
 Salary Scale £5,163-£7,104

The Bureau is an independent organisation with a staff of 65 and wide experience in interdisciplinary approach to children's needs in the family, school and society. The Senior Information Officer will head a service now well established and respected in the field, which collects and disseminates data to professional workers and voluntary organisations as well as to local authorities, government, the press, public and Bureau local groups. It includes a specialist library and a comprehensive information storage and retrieval system, produces some publications and contributes significantly to others.

This is an important part which carries considerable scope for personal initiative and involvement. The successful candidate will have a grounding in one of the relevant professions plus proven achievement in information work, including writing ability, flair and the administrative skill to lead a small and busy team.

Good conditions of service including Local Government Superannuation.

Closing date for applications is October 13.

Further particulars and application form from Miss Macartney, National Children's Bureau, 3 Wesley Street, London EC1V 7QE, telephone (01) 278 9441.

**GENERAL SYNOD BOARD OF EDUCATION**  
**RESOURCES AND YOUTH PROJECTS OFFICER**

This post will become vacant on January 1, 1978. The officer appointed to the Board staff will be based in youth work, but will be expected to work closely with his/her colleagues in the development of resources and training skills needed for ministry to all age groups.

Full details and application form, from the Secretary to the General Secretary, Board of Education, Church House, Dean's Yard, Westminster, London SW1P 3NZ. Telephone number 01-222 3011.

**NALGO EDUCATION DEPARTMENT VACANCIES**  
**SENIOR OFFICER**

The applicant should be able to make a contribution to the range of services provided by the education department at headquarters. The post includes course organization and the commissioning and preparation of study and teaching materials for vocational and professional courses. Substantial administrative experience and knowledge of educational methods is required. Applicants must have a relevant degree or professional qualification. Salary scale £4,986 to £5,736 p.a. inclusive of London weighting and supplement, plus an additional 5 per cent of total earnings to a maximum of £208 p.a. approximately.

**ADMINISTRATIVE ASSISTANT**

To assist with the editing of teaching material and with course organization for vocational and professional courses. Writing ability and administrative experience are important; some knowledge of educational methods would be helpful. Preference will be given to those studying for a professional qualification or with some knowledge of relevant subject matter. Salary scale £3,276 to £3,600 p.a. inclusive of London weighting and supplement, plus an additional 5 per cent of total earnings to a maximum of £208 p.a. approximately.

Requests for application forms and further particulars should be sent together with a self-addressed Sln. in an envelope to the General Secretary, National and Local Government Officers Association, 1 Mabledon Place, London WC2E 8JF.

Forms should be returned by October 10, 1977.

**H.M. Inspector of Schools**  
**Higher and Further Education**

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as H.M. inspectors to work mainly in the field of higher and further education, in the following universities: All H.M. undertake general duties as well as specialist work. Candidates should therefore have an interest in higher and further education generally and not only in the specialist areas listed below.

**Agriculture**

The agricultural specialist will be concerned with maintained and direct grant institutions which provide courses in further and higher education in agricultural subjects including commercial and amenity horticulture, forestry and the rural environment. Applicants should have relevant qualifications and experience.

**Business Studies**

Applicants should have good academic qualifications in economics and substantial experience of teaching economics at an advanced level in further or higher education. A period of employment outside the teaching profession would be an advantage.

**General Education**

Applicants should have varied experience in the general and vocational education of young people over 16. Their academic qualifications and experience in the humanities, the social or physical sciences, or in technology. Experience of curriculum development and of general/liberal studies would be an advantage.

**Home Economics and Allied Subjects**

Applicants should have a degree or diploma in home economics or a related area together with experience of teaching in further or higher education. Relevant industrial experience would be an advantage as the work will involve all aspects of home economics at craft, technician and professional level.

**Social Sciences**

Applicants should have a degree in sociology or the social sciences, or qualifications or experience in social work, and have relevant teaching experience in further or higher education. An interest in the social education of young people would be an advantage.

Starting salary within the range £8,625 to £9,415 (higher in education) plus pay supplements as applicable. Higher posts are normally filled by promotion. Application forms (to be returned by 14 October) and further information may be obtained from Miss B. C. Taylor, Department of Education and Science, Room 10/2, Elizabeth House, 39 York Road, London SE1 7PH, telephone number 01-928 9222, extension 2237. Please quote E/77E.

DEPARTMENT OF EDUCATION AND SCIENCE

**TECHNICIAN EDUCATION COUNCIL**  
 Appointment of  
**ADVISORY OFFICERS**

Applications are invited for two additional posts being established in January 1978, in connection with the Council's activities. The responsibilities will include liaison with the Council's committees and advisory and liaison duties in connection with the validation and operation of programmes leading to TEC awards. Applications for appointment on secondment from an existing post will be considered.

Applicants should be appropriately qualified and have suitable experience in teaching and/or industrial training in fields related to Engineering, Construction or Science based studies. Knowledge and experience of curriculum development and/or educational technology will be an advantage.

The salary scale is related to that for Grade IV Heads of Departments plus London allowance—plus Phase I and II supplements (£7,000-£8,350 p.a.). Starting salary will depend on previous experience and qualifications.

Further particulars of the appointments can be obtained from the Chief Officer (Rec.), Technician Education Council, 76 Portland Place, London, W1N 4AA. Closing date for applications: 7th October 1977.

**LONDON BOROUGH OF BARKING**  
**EDUCATION DEPARTMENT**  
**Chief Education Welfare Officer**

Salary grade AP5, £4,422 to £4,682 Inclusive plus two thirds related supplement.

Applications are invited from men and women to appointment as Chief Education Welfare Officer. It is expected that the person appointed will be suitably qualified and will have had experience in an Education Department relating to matters affecting the welfare of children and school attendance, including service as an Education Welfare Officer. He or she will be responsible for co-ordinating the work of the Education Welfare Officers, liaison with Council Departments and other agencies, involvement in Council proceedings and other aspects of the Education Committee functions in respect of the education at all levels of education.

Closing date October 10, 1977.

**Professional Assistant**

Salary on Senior Officer Scale 1, £4,936 to £5,416 inclusive plus earnings related supplement. Assistance will be given for removal expenses in approved cases. Applications are invited from suitably qualified and experienced men and women for this post, where the work will be varied, interesting and demanding, and from which the holder could expect promotion to a senior post in education administration. Initial duties will be concerned with the Schools Division; but it may be possible for the person appointed to gain experience in other divisions. Applicants should have either teaching experience in Primary, Secondary or Special Schools, and/or relevant administrative experience.

Closing date October 5, 1977.

Application forms and other details may be obtained by sending s.a.e. to the Chief Education Officer, Town Hall, Barking, Essex IG11 7LU.

**STOCKPORT THE GRAMMAR SCHOOL**  
 Independent Direct Grant Day School

The Governors invite applications for the following posts:

**RESEARCH ASSISTANT**  
 Salary scale £2,400-£3,000

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, Stockport Grammar School, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

Administrative staff (10) have a minimum qualification of 11th School Certificate. Applications should be sent to the Secretary to the Board, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**Department of Health and Social Security**  
**ST CHARLES YOUTH TREATMENT CENTRE**  
**TEACHERS**  
**CHILD CARE OFFICERS**  
**NURSES**  
**OCCUPATIONAL THERAPISTS**

There are vacancies in the above disciplines for qualified men and women with imagination, initiative and preferably some experience of working with difficult young people to complete teams of group workers at St Charles Youth Treatment Centre, Brentwood. The Centre caters for highly disturbed adolescents who are referred to it from residential establishments. It is divided into 3-Hour units, and has a total of 33 places.

Successful candidates will join multi-disciplinary teams working under the supervision of a house leader and supported by specialist consultant staff. There is a high staff/child ratio, and staff are fully involved in the creation of individual treatment programmes for each child and the development of a high quality of care and control based on close personal relationships. Those appointed will share on a team basis the care, education and treatment of the children without particular regard to the normal boundaries of their respective disciplines.

Prospective applicants are advised to visit the Centre and discuss its work with the Director, Mr B. G. Edwards. Telephone 0277 225684 for an appointment. Salaries are in accordance with the following scales: In all cases a Youth Treatment Centre allowance of £386 a year and pay supplements of £312 p.a. Stage II\* settlement.

**RESIDENTIAL CHILD CARE OFFICERS (Senior grade):** £2,607-£3,957.  
**TEACHERS:** £2,283-£3,744 (graduate and additional qualification allowances payable where appropriate), plus approved schools teachers' allowance\* and extraneous duty allowance.  
**NURSES:** £2,191-£3,717.  
**OCCUPATIONAL THERAPISTS (senior grade):** £2,607-£3,390.

Non resident staff may be eligible to receive a fringe area allowance appropriate to their particular discipline; single and married accommodation is available if required.

Application forms for the posts together with further details of the posts and terms of employment can be obtained from Mr J. N. Dean, EP4, Department of Health and Social Security, Room 410, Hybridge House, 15 Adam Street, London, W.C.2. On completion application forms should be returned to the same address not later than 21/10/77.

**SOUTH WESTERN EXAMINATIONS BOARD**  
 23-29 Marsh Street, Bristol, BS1 4BP

Applications are invited from teachers serving in secondary schools for the following posts:

(a) Chief Moderator in Arithmetic  
 (b) Chief Examiners in Commerce, General Science, Human Biology, Physics  
 (c) Assistant Chief Examiners in Chemistry, Home Economics, Music

Details and application forms, returnable by 14th October 1977, may be obtained by sending to the above address self-addressed envelope marked with the post(s) applied for.

L. M. HOUSEHOLD, Secretary to the Board.

**ADMINISTRATION**  
 General continued

**LONDON**  
**ANNE CONNELL OF GREAT BRITAIN**  
 TEMPORARY RESEARCH OFFICER

The Arts Council is mounting a major exhibition of DADA and Surrealism at the Hayward Gallery early in 1978. The Council wishes to appoint a temporary Research Officer to study both the exhibition and the artists and design illustrations of the exhibition in relation to the study and design illustrations of the exhibition and the artists and design illustrations of the exhibition in relation to the study and design illustrations of the exhibition.

The research will necessitate full-time employment from December 1, 1977, for a period of three months. The duties of the position will include the selection and preparation of material for the exhibition, the design of the exhibition, and the preparation of the exhibition catalogue.

Applicants must be suitably qualified and have had experience in a research or design capacity. They should also have a good knowledge of the history and theory of DADA and Surrealism. Applications should be sent to the Secretary, Arts Council, 15, Bedford Square, London, W.C.1. Closing date: November 1, 1977.

**GREENWICH AND BEXLEY HEALTH EDUCATION OFFICER**

An opportunity exists for a Health Education Officer to work in a progressive health education team in a health centre in Greenwich. The team is concerned with the promotion of health education in a health centre in Greenwich. The team is concerned with the promotion of health education in a health centre in Greenwich.

Applicants should be suitably qualified and have had experience in health education. They should also have a good knowledge of the health centre in Greenwich. Applications should be sent to the Secretary, Health Education, Greenwich Health Centre, Greenwich, London, SE18 6PU. Closing date: October 10, 1977.

**MANCHESTER**  
**JOHN MATHEMATICS BOARD**  
 UNIVERSITY OF MANCHESTER

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, John Mathematics Board, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**BIRMINGHAM**  
**UNIVERSITY OF BIRMINGHAM**

The University of Birmingham is seeking applications for the following posts:

**RESEARCH ASSISTANT**  
 Salary scale £2,400-£3,000

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, University of Birmingham, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**Education Department**  
**Senior Educational Psychologist**  
 (Post E.270)

Applications are invited from experienced Educational Psychologists for the above post. An honours degree in Psychology, a good teaching background and post graduate training in educational psychology are essential qualifications.

This is one of three senior posts in the County. The successful applicant will be based in Ipswich and will be responsible to the Principal Education Psychologist for the work of the service in the Southern Area of the County.

Salary in accordance with Headteachers Scale Group 9 £8,988-£7,993 per annum plus two salary supplements.

Application forms and further details (for which a stamped addressed envelope are required) are obtainable from the County Education Officer, Education Department, Grimwade Street, Ipswich IP4 1JL, to whom they should be returned by 12th October.

**Suffolk County Council**

Applications are invited from teachers serving in secondary schools for the following posts:

(a) Chief Moderator in Arithmetic  
 (b) Chief Examiners in Commerce, General Science, Human Biology, Physics  
 (c) Assistant Chief Examiners in Chemistry, Home Economics, Music

Details and application forms, returnable by 14th October 1977, may be obtained by sending to the above address self-addressed envelope marked with the post(s) applied for.

**SOUTH WESTERN EXAMINATIONS BOARD**  
 23-29 Marsh Street, Bristol, BS1 4BP

Applications are invited from teachers serving in secondary schools for the following posts:

(a) Chief Moderator in Arithmetic  
 (b) Chief Examiners in Commerce, General Science, Human Biology, Physics  
 (c) Assistant Chief Examiners in Chemistry, Home Economics, Music

Details and application forms, returnable by 14th October 1977, may be obtained by sending to the above address self-addressed envelope marked with the post(s) applied for.

**THE TEXTILE INSTITUTE**  
 The Institute is seeking applications for the following posts:

**RESEARCH ASSISTANT**  
 Salary scale £2,400-£3,000

The Institute is seeking applications for the following posts:

**RESEARCH ASSISTANT**  
 Salary scale £2,400-£3,000

**HAMPSHIRE**  
**THE ASSOCIATED EXAMINING BOARD**  
 FOR THE GENERAL CERTIFICATE OF EDUCATION

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, Associated Examining Board, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**MANCHESTER**  
**JOHN MATHEMATICS BOARD**  
 UNIVERSITY OF MANCHESTER

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, John Mathematics Board, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**HAMPSHIRE**  
**THE ASSOCIATED EXAMINING BOARD**  
 FOR THE GENERAL CERTIFICATE OF EDUCATION

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, Associated Examining Board, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**MANCHESTER**  
**JOHN MATHEMATICS BOARD**  
 UNIVERSITY OF MANCHESTER

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, John Mathematics Board, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**LONDON**  
**UNIVERSITY OF MANCHESTER**

The University of Manchester is seeking applications for the following posts:

**RESEARCH ASSISTANT**  
 Salary scale £2,400-£3,000

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, University of Manchester, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**SOUTH WESTERN EXAMINATIONS BOARD**  
 23-29 Marsh Street, Bristol, BS1 4BP

Applications are invited from teachers serving in secondary schools for the following posts:

(a) Chief Moderator in Arithmetic  
 (b) Chief Examiners in Commerce, General Science, Human Biology, Physics  
 (c) Assistant Chief Examiners in Chemistry, Home Economics, Music

Details and application forms, returnable by 14th October 1977, may be obtained by sending to the above address self-addressed envelope marked with the post(s) applied for.

**METROPOLITAN REGIONAL EXAMINATIONS BOARD**  
 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, Metropolitan Regional Examinations Board, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**SOUTH GLAMORGAN COLLEGE**  
 The College is seeking applications for the following posts:

**RESEARCH ASSISTANT**  
 Salary scale £2,400-£3,000

The College is seeking applications for the following posts:

**RESEARCH ASSISTANT**  
 Salary scale £2,400-£3,000

**MANCHESTER**  
**JOHN MATHEMATICS BOARD**  
 UNIVERSITY OF MANCHESTER

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, John Mathematics Board, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**HAMPSHIRE**  
**THE ASSOCIATED EXAMINING BOARD**  
 FOR THE GENERAL CERTIFICATE OF EDUCATION

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, Associated Examining Board, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**MANCHESTER**  
**JOHN MATHEMATICS BOARD**  
 UNIVERSITY OF MANCHESTER

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, John Mathematics Board, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**LONDON**  
**UNIVERSITY OF MANCHESTER**

The University of Manchester is seeking applications for the following posts:

**RESEARCH ASSISTANT**  
 Salary scale £2,400-£3,000

The Board proposes to make an appointment at one of the above levels.

The appointment will be made in accordance with the qualifications and experience. It will carry U.S.B. grade 1.

Further details together with an application form may be obtained from the Secretary, University of Manchester, 150-152, Victoria Road, Stockport, Cheshire, M16 2JZ.

**SOUTH WESTERN EXAMINATIONS BOARD**  
 23-29 Marsh Street, Bristol, BS1 4BP

Applications are invited from teachers serving in secondary schools for the following posts:

(a) Chief Moderator in Arithmetic  
 (b) Chief Examiners in Commerce, General Science, Human Biology, Physics  
 (c) Assistant Chief Examiners in Chemistry, Home Economics, Music

Details and application forms, returnable by 14th October 1977, may be obtained by sending to the above address self-addressed envelope marked with the post(s) applied for.

**CHelsea COLLEGE**  
 UNIVERSITY OF LONDON

The College is seeking applications for the following posts:

**RESEARCH ASSISTANT**  
 Salary scale £2,400-£3,000

The College is seeking applications for the following posts:

**RESEARCH ASSISTANT**  
 Salary scale £2,400-£3,000

**UNIVERSITY OF LONDON**  
**University Entrance and School Examinations Council**  
**General Certificate of Education Examination**  
**MODERATORS**

The Council invites applications for the appointment of MODERATORS responsible for all levels in the following subjects with effect from 1 August 1978:

BIOLOGY AND BOTANY, CHEMISTRY (NUFFIELD), CLASSICS, DESIGN AND TECHNOLOGY, FRENCH, GENERAL STUDIES, GEOLOGY, GERMAN (WITH EFFECT FROM 1 JANUARY 1978), HEBREW (CLASSICAL AND MODERN), HISTORY (BRITISH ECONOMIC AND SOCIAL), MUSIC, PHYSICS, POLISH, RUSSIAN, SOCIOLOGY AND SPANISH.

Applicants should be graduates or hold appropriate qualifications and be between the ages of 25 and 85. Recent teaching and G.C.E. examining experience would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed forms should be returned not later than 4 November 1977. Applicants should state post(s) and enclose an addressed foilback envelope.

**UNIVERSITY OF LONDON**  
**University Entrance and School Examinations Council**  
**General Certificate of Education Examination**  
**EXAMINERS**

The Council invites applications for the following appointments:

**Chief Examiners**  
 June 1978 and January 1980  
 Advanced level Economics  
 Advanced and Ordinary level Russian Orals

**Chief Examiners**  
 June 1980 and January 1981  
 Advanced level  
 History of Art, Economics, English Literature, Geography, German, Religious Studies and Zoology.  
 Ordinary level  
 Art, History of Art, Biology, Chemistry, English Language (Home Candidates), English Language (Overseas Candidates), English Literature Syllabus B, History of the British Commonwealth and Empire, Ancient History, Human Biology, Mathematics (Syllabus C), Music, Needlecraft and Dress, Spanish and Technical Drawing, Advanced and Ordinary level  
 Art (Sculpture and Pottery), Spanish Orals

**Assistant Examiners**  
 From June 1978  
 Advanced level  
 History of Art, Geography, History, Home Economics, Russian, Sociology and Textiles and Dress.  
 Ordinary level  
 Nuffield Chemistry, Commerce, Food and Nutrition, German, Human Biology, Needlecraft and Dress and Technical Drawing, Ordinary and Advanced level  
 Biology, Design and Technology, English Literature and Language and Italian.

**Assistant Oral Examiners**  
 French and German (Especially from applicants resident in the London area and Home Counties.)  
 Italian (Especially from applicants resident in Cornwall, Devon, Dorset, Essex, Hampshire, Isle of Wight, London, Somerset and Suffolk.)  
 Russian (Especially from applicants resident in Cornwall, Devon, Dorset, Essex, Hampshire, Isle of Wight, Kent, London and Surrey.)  
 Spanish (Especially from applicants resident in Berkshire, Cornwall, Devon, East Sussex, Hampshire, Isle of Wight, Kent, London, Somerset, Surrey, West Sussex and Northern Ireland.)  
 Swedish, English (Especially from applicants resident in East Sussex, Hampshire, Kent, London, Surrey, West Sussex and Eire.)

Applicants should be graduates or hold appropriate qualifications and should be between the ages of 25 and 85 with three years recent teaching experience. Experience in G.C.E. examining would be an advantage for Chief Examiner appointments. Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE to whom completed forms should be returned not later than 4 November 1977. Applicants should state post(s) and enclose an addressed foilback envelope.

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 Art (Sculpture and Pottery), Spanish Orals

**Assistant Examiners**  
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# Have you got what it takes to be a teacher and a Naval Officer?

Teaching is one thing. Being an Officer in the Royal Navy is quite another.

You may, however, be one of the few people with the talent and the leadership potential to combine both these careers, as an Instructor Officer.

If you have not taught before that's no problem. We will train you.

You'll be teaching students who have a genuine interest in their work. (After all, their careers depend on it.)

Your students might be men who work in nuclear submarines, or in guided missile destroyers, or who maintain Royal Navy helicopters.

But, no matter whom you're teaching or what you're teaching, one thing is certain. We'll expect you to do more than just a good job.

Apart from being responsible for the education and training of your students, you'll be responsible for their welfare.

And you'll be an Officer in the Royal Navy with all that this implies, as well as a teacher.

At 23 you could be earning £5,078 a year. You can join on a 3 year Short Career Commission with the option of leaving after 3 years. (With a gratuity of £1,648.)

Or if you like the life of an Instructor Officer in the Royal Navy, as most do, you can apply for a longer, pensionable commission.

If you'd like to find out more about a career as an Instructor Officer in the Royal Navy and you're between the ages of 21 and 32, with a degree, HND or HNC, or a teaching certificate, write giving details of your qualifications to:

**Lieutenant Commander W.J. Tunstall, MR, FR, 7, M.L.L., RN (497N01), Old Admiralty Building, Spring Gardens, London SW1A 2BE.**

**ROYAL NAVY OFFICER**

## MISCELLANEOUS Appointments continued

### HAVE YOU EVER CONSIDERED WORKING FOR A FUND-RAISING CHARITY?

We can offer interesting vacancies in all parts of the country. For more details, write to: **Fundraising Officers, 100, Tottenham Court Road, London, W.1P 2LP.**

### COVENTRY (City of) DISTRICT EDUCATIONAL OFFICER

Responsible for the educational aspects of the district. Salary £7,000-8,500. For details, write to: **Director of Education, Coventry City Council, 100, Broad Street, Coventry CV1 1PL.**

### BBC RADIO BIRMINGHAM EDUCATIONAL PRODUCER

Responsible for the educational content of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Coventry City Council, 100, Broad Street, Coventry CV1 1PL.**

### HEAD OF O' LEVEL DEPARTMENT

New International College in London. Salary £8,000-10,000. For details, write to: **IC London, 100, Broad Street, Coventry CV1 1PL.**

## WARWICKSHIRE COUNTY COUNCIL EDUCATION AND RECREATION DEPARTMENT

### TEACHERS

Applications are invited from qualified teachers for the post of SENIOR TUTOR. For details, write to: **Director of Education, Warwickshire County Council, 100, Broad Street, Coventry CV1 1PL.**

### ROSEHILL INSTRUMENTS

Are you a string teacher? We have a vacancy for a string teacher. For details, write to: **Rosehill Instruments, 100, Broad Street, Coventry CV1 1PL.**

### KENT FULL-TIME CLASS TEACHER

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Coventry City Council, 100, Broad Street, Coventry CV1 1PL.**

### HILLINGDON SCHOOL

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Coventry City Council, 100, Broad Street, Coventry CV1 1PL.**

## LANCASHIRE EDUCATION COMMITTEE

### TOWEE WOOD OUTDOOR PUBLIC CENTRE

Applications are invited from qualified teachers for the post of SENIOR TUTOR. For details, write to: **Director of Education, Lancashire Education Committee, 100, Broad Street, Coventry CV1 1PL.**

### WEST YORKSHIRE

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, West Yorkshire Education Committee, 100, Broad Street, Coventry CV1 1PL.**

### DERRYSHIRE

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Derryshire Education Committee, 100, Broad Street, Coventry CV1 1PL.**

### BIRMINGHAM SCHOOL

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Birmingham School, 100, Broad Street, Coventry CV1 1PL.**

## THE UNIVERSITY OF BRISTOL

### COUSERS

Applications are invited from qualified teachers for the post of SENIOR TUTOR. For details, write to: **Director of Education, University of Bristol, 100, Broad Street, Coventry CV1 1PL.**

### WALSLEY

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Walsley, 100, Broad Street, Coventry CV1 1PL.**

### WALSLEY

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Walsley, 100, Broad Street, Coventry CV1 1PL.**

### WALSLEY

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Walsley, 100, Broad Street, Coventry CV1 1PL.**

## Personal Announcements

### A PRIVATE ADVANCE

Applications are invited from qualified teachers for the post of SENIOR TUTOR. For details, write to: **Director of Education, Private Advance, 100, Broad Street, Coventry CV1 1PL.**

### AGENCY REQUIRES TUTORS

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Agency, 100, Broad Street, Coventry CV1 1PL.**

### BRANCOE HILLS GRAMMAR SCHOOL

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Brancoe Hills, 100, Broad Street, Coventry CV1 1PL.**

### WEST YORKSHIRE

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, West Yorkshire, 100, Broad Street, Coventry CV1 1PL.**

## IMMEDIATE vacancies available

### PERSONAL

Applications are invited from qualified teachers for the post of SENIOR TUTOR. For details, write to: **Director of Education, Personal, 100, Broad Street, Coventry CV1 1PL.**

### ANNOUNCEMENTS

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Announcements, 100, Broad Street, Coventry CV1 1PL.**

### AGENCY REQUIRES TUTORS

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Agency, 100, Broad Street, Coventry CV1 1PL.**

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## SAVE UP TO 45% ON RECOMMENDED RETAIL PRICES

### YOUNG SONGS BOOK 1

Applications are invited from qualified teachers for the post of SENIOR TUTOR. For details, write to: **Director of Education, Young Songs Book, 100, Broad Street, Coventry CV1 1PL.**

### INTERNATIONAL LANGUAGE CLUB

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, International Language Club, 100, Broad Street, Coventry CV1 1PL.**

### LEARNING & LEISURE HOLIDAYS

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Learning & Leisure, 100, Broad Street, Coventry CV1 1PL.**

### WORCESTER RESIDENTIAL CENTRE

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Worcester Residential Centre, 100, Broad Street, Coventry CV1 1PL.**

## PERSONAL Announcements

### A PRIVATE ADVANCE

Applications are invited from qualified teachers for the post of SENIOR TUTOR. For details, write to: **Director of Education, Private Advance, 100, Broad Street, Coventry CV1 1PL.**

### AGENCY REQUIRES TUTORS

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Agency, 100, Broad Street, Coventry CV1 1PL.**

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### WEST YORKSHIRE

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, West Yorkshire, 100, Broad Street, Coventry CV1 1PL.**

## EDITOR

Applications are invited for the post of Editor of THE TIMES EDUCATIONAL SUPPLEMENT SCOTLAND.

The successful applicant should be an experienced journalist with a sound working knowledge of Scotland and Scottish institutions. It is based in Edinburgh.

Write, giving details of experience, to the Editor, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

## CO-ORDINATOR FOR INTER-DISCIPLINARY TRAINING ON NON-ACCIDENTAL INJURY

This challenging new post has been created as a result of various reports and Departmental circulars on Non-Accidental Injuries.

The successful applicant will be expected to become fully involved with all other disciplines concerned in any way with non-accidental injuries and to assess and coordinate their training needs. Ability to form good working relationships with senior professional staff of all disciplines is essential.

Previous experience in Health, Social Services, Teaching or the Organisation of Training Schemes would be desirable.

Salary £4,408-£5,216 inclusive.

Application forms and further details from Mrs. V. Phillip, Area Personnel Department, 14 Bishopsgate Bridge Road, Paddington, London W2. Telephone: 01-723 3400 ext 119. Closing date 14th October, 1977.

## LONDON BOROUGH OF ENFIELD EDUCATION COMMITTEE

### IMMIGRANT LANGUAGE SERVICE TEACHERS

Required to give special tuition to primary and secondary immigrant pupils with language difficulties. The special service for these pupils is being further developed following a review of their needs. Applicants with suitable teaching experience may be considered for appointment on Scale 2.

Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Further particulars and application forms (stamped addressed envelope, photocopy) may be obtained from the Director of Education, PO Box 88, Civic Centre, Silver Street, Enfield, EN1 3XQ, to whom completed forms should be returned by 14th October, 1977.

## 'O' LEVEL PROBLEMS AUGMENT YOUR INCOME

Commercial Schools, Scholastic Agencies, Past or present teachers, Employment Agencies and all in touch with those with 'O' level problems or needs, can substantially augment their incomes by acting as private agents for a highly successful new form of self-study for 'O' levels—an auto-didactic system that is remarkably effective. The material is of the very highest quality, prepared by undoubted experts. No after service responsibility of any kind will be with the agent and the terms we are able to offer are extremely attractive. Write: In the strictest confidence of particulars, stating your interest in 'O' level problems to: Box 783 3021, The Times, WC1X 8EZ.

## EUROCENTRES

A specifically designed EFL-Centre is now being built in the London district of Lee Green, SE3, for our Foundation.

When it opens towards the end of 1978, this Centre will be our most modern unit. At any one time, up to 450 adults of different nationalities, backgrounds and professions will be studying English and trying to gain an insight into the English way of life. Modern classrooms and facilities for self-study, teacher training and material production will be features of this Centre.

For this exciting venture, we are looking for the

# PRINCIPAL

who should be available to take up the appointment towards the end of this year or early in 1978.

He/she will have the unique opportunity to play a major part in the planning phase of the operation, and subsequently to create the spirit and the conditions which will make this unit the outstanding centre it deserves to be.

Applications are invited from people who are already in a position of responsibility, who are suitably qualified (university degree, EFL qualifications) and who have successfully taught EFL to adults.

The willingness to accept challenge, to take up and maintain a successful teaching and administrative team and to take on responsibility for students and staff alike is an important requirement for this position. Administrative talent is essential.

Our Foundation is a well-established non-profit making organization. Working with us will be stimulating, good conditions will be offered and help, guidance and the necessary training will be provided.

Applications will be treated confidentially. They should be sent together with a short curriculum vitae to:

**Mr. R. Schäfer, Head of the English Schools Foundation for European Language and Educational Centres, Seesstrasse 247, CH-3038 Zurich.**

## ENGLISH AS A FOREIGN LANGUAGE

Representation, free lance teachers, teaching English to foreign students. For details, write to: **Director of Education, English as a Foreign Language, 100, Broad Street, Coventry CV1 1PL.**

## WARWICKSHIRE

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Warwickshire, 100, Broad Street, Coventry CV1 1PL.**

## REPRESENTATIVE

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Representative, 100, Broad Street, Coventry CV1 1PL.**

## ZEMBI CHOR

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Zembi Chor, 100, Broad Street, Coventry CV1 1PL.**

## OCCASIONAL PART-TIME TEACHERS

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Occasional Part-time Teachers, 100, Broad Street, Coventry CV1 1PL.**

## OUTDOOR EDUCATION

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Outdoor Education, 100, Broad Street, Coventry CV1 1PL.**

## EAST SUSSEX THROUGH PLACE OUTDOOR

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, East Sussex, 100, Broad Street, Coventry CV1 1PL.**

## LAKELAND TRAINING GROUP

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Lakeland Training Group, 100, Broad Street, Coventry CV1 1PL.**

## THE ASSOCIATE OF COMMONWEALTH UNIVERSITIES

### AWARDS and Scholarships

Applications are invited from qualified teachers for the post of SENIOR TUTOR. For details, write to: **Director of Education, The Associate of Commonwealth Universities, 100, Broad Street, Coventry CV1 1PL.**

### PERSONAL LOANS

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Personal Loans, 100, Broad Street, Coventry CV1 1PL.**

### POSTAL LOANS LTD.

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Postal Loans Ltd, 100, Broad Street, Coventry CV1 1PL.**

### WEST AFRICA

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, West Africa, 100, Broad Street, Coventry CV1 1PL.**

### GIRTON COLLEGE

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Girton College, 100, Broad Street, Coventry CV1 1PL.**

### EDUCATIONAL COURSES

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Educational Courses, 100, Broad Street, Coventry CV1 1PL.**

### LONDON

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, London, 100, Broad Street, Coventry CV1 1PL.**

### EAST SUSSEX THROUGH PLACE OUTDOOR

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, East Sussex, 100, Broad Street, Coventry CV1 1PL.**

### LAKELAND TRAINING GROUP

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Lakeland Training Group, 100, Broad Street, Coventry CV1 1PL.**

## ENTERTAINMENTS

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Entertainments, 100, Broad Street, Coventry CV1 1PL.**

## HOLIDAYS and Accommodation

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Holidays and Accommodation, 100, Broad Street, Coventry CV1 1PL.**

## ATTENTION GROUP ORGANIZERS

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Attention Group Organizers, 100, Broad Street, Coventry CV1 1PL.**

## FOR SALE and Wanted and Postal Shopping

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, For Sale and Wanted and Postal Shopping, 100, Broad Street, Coventry CV1 1PL.**

## CARPETS FURNITURE

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Carpets Furniture, 100, Broad Street, Coventry CV1 1PL.**

## EDUCATIONAL CRUISES

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Educational Cruises, 100, Broad Street, Coventry CV1 1PL.**

## FEATHERBED WRENCH HOLIDAYS

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Featherbed Wrench Holidays, 100, Broad Street, Coventry CV1 1PL.**

## FIELD STUDIES

Responsible for the educational aspects of the station's output and for the educational needs of the community as a whole. Salary £7,000-8,500. For details, write to: **Director of Education, Field Studies, 100, Broad Street, Coventry CV1 1PL.**